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Cross Disciplinary Rhetorical-Linguistic Variations in Physical Education Research Article Abstracts in English as a Lingua Franca for Academia Context

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Abstract

Publication in the Anglophone-dominant journals in the Education Internationalization Age is highly challenging for non-native writers, making it for instructors of the English for Academic Purposes and English for Research Publication Purposes inevitable to enhance the authors' ability by informing them of the latest variations in research articles and their highly important part (abstract), caused by English as a Lingua Franca for Academia. To identify the rhetorical-linguistic variations in abstracts of two Physical Education sub-disciplines in the English as a Lingua Franca for Academia contexts, 120 Research Article Abstracts (60 in Sports Medicine and 60 in Sports Management) were randomly selected from six related distinguished journals, that fall within Kachru's (1985) Three-Circle (Expanding, Outer and Inner) World Englishes Model. The abstracts underwent analyses of move structure, using Hyland's (2000) I-P-M-R-C model, and lexico-grammatical features. Results showed Move 3, I-P-M-R-C and `study' were the most dominant move, move pattern and lexis, respectively, also highlighting move hybrids, repetitions, omissions and dispositions. The Expanding and Inner circle writers of the Physical Education abstracts were highly homogeneous and closer than the Outer circle ones. This study has pedagogical implications for the Academic Writing and Research Publishing instructors, helping them design courses and tasks more insightfully.

Keywords: Abstract, English as a Lingua Franca for Academia, Moves, Physical Education, Publication

1. Introduction

Globalization and spread of English have resulted in English as an International Language (EIL) (Smith, 1976) and subsequent enormous discursive and linguistic variations, that have made effective communication (Perkins & Milroy, 1997), especially in the scientific and academic domains, highly challenging for the non-native speakers and writers of English, who constitute majority of the users (Crystal, 2003). The Non-Natives use English as an "auxiliary" (Smith, 1976) language and Lingua Franca (ELF) of research and Academia (ELFA), also known as the World Englishes (WE) with its own features. Such a language variety serves as a medium for communication (Swales, 2004), resulting in new "interlanguages" with "own specific and unique features and own hybrid nature" (Jenkins, 2008, p. 1), making it necessary to identify related features and variations caused as a result.

To elaborate on the issue, throughout centuries, ELFA has caused variations in the socio-linguistic features of academic texts, including Research Articles (RAs) and its components, especially the Research Article Abstract (RAA), making the academic writing and communication with members of the same community highly difficult and challenging. This raises the need to make academic writers aware of related ever changing "genre" (Devitt, 2006).

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Seidlhofer (2005), Jenkins (2012) and Rowley-Jolivet (2017) believe it is of importance to have wide-scale research into different aspects of ELF (A) in various scientific disciplines and sub-disciplines. Particularly important and unprecedented is providing a corpus on different aspects of the Scientific ELF (SciELF) and RAs both on the macro- and micro-levels, covering diversified contexts - the Inner, Outer and Expanding circle (Kachru, 1997) countries as today, the world of academia is distinguished by the ELF variety rather than the EFL, the ESL and so on (Rowley-Jolivet, 2017). For the time being, to the best knowledge of researchers there are a few and less invisible works on WrELFA. Instead, the literature seems to be overwhelmed by the spoken component's analysis and a tiny share seems to have been given to the Written English as a Lingua Franca (WrELFA) in the Academic Settings, particularly the ELFA RAA analysis. Many researchers have just started to study and analyze different dynamic and varying characteristics of the ELF(A) written or spoken forms and vehicles (Sharifian, 2009) and genre of the Written ELFA (WrELFA) to provide a corpus, that will showcase common homogeneous factors. Anna Mauranen (2010) is busy gathering the only internationally distinguished corpus of 1.5 million words (Rowley-Jolivet, 2017), believing that RA is one important domain that has adopted English as its common language.

Despite the Research Article (RA) Abstract's (RAA) crucial importance in academic research and publication, including in the Physical Education disciplinary and cross-disciplinary research and manuscript publication and dissertation and thesis writing in the ELFA context, as pointed out by researchers, its move structure and lexico-grammatical feature analysis, especially in two sub-disciplines as Samraj (2005) did, are missing in the literature to the best knowledge of the researchers. Having realized the gap and regarding significance of awareness of the Non-Anglophone writers, including Iranian Physical Education writers, of the ELFA rhetorical-linguistic features and variations that are influential in academic writing and subsequent publication in high-indexed journals and pose challenges to the Physical Education disciplinary and cross-disciplinary RAA writers, this study embarked on analyzing the move structure and lexico-grammatical features of the RAAs of two Physical Education sub-disciplines of Sports Management (SM_a) and Sports Medicine (SM_e) published in the ELFA three Expanding, Inner and Outer circle (Kachru, 1985) high-index journals. The researchers aimed to address the following question:

Research Question: What are the cross-disciplinary rhetorical-linguistic variations in the Research Article Abstracts (RAAs) of the Physical Education journals published in the English as a lingua Franca for Academia (ELFA) countries of Expanding, Outer, and Inner circles?

2. Literature Review

Compared to other parts of RA, the RAA is more important for research as it is multifunctional: Helps writers to save the reading time by getting an RA's important information; to share information with others; to persuade specific community readers to select an article/specific journal and tempt seminar coordinators to admit/discard submitted papers (Lores, 2004). Hartley and Belts (2009) say the RAs will be read in detail by readers and subscribers if they are written well. Many good research articles are overlooked because of their abstract written in a careless way (Noguera, 2012).

Since the 1980s, scholars of the English as a Foreign Language (EFL), the English for Specific Purposes (ESP) and the English for Academic Purposes (EAP) have studied genre and organizational patterns of different Research Article (RA) sections, including the Research Article Abstract (RAA) (Jin & Shang, 2016; Gecikli, 2013; Ren & Li, 2011; Swales & Feak, 2009), introduction (Samraj, 2002, 2005; Swales, 1990, 2004), method (Lim, 2006); results (Atai, 2007; Ruiying & Allison, 2003), discussion (Ruiying & Allison, 2003; Peacook, 2002) and conclusion sections (Bunton, 2005).

Researchers have drawn comparisons between or among RAA genres in one or more discipline(s) (Darabad, 2016; Pho, 2008; Promsin, 2006), finding out rhetorical or linguistic similarities and differences. Using Swales' (1990) CARS model, Samraj (2005) analyzed the abstract and introduction move and step structures in two close sub-disciplines, finding a similar pattern in the RAA (P-M-R-C) and emerging differences in the introduction section, proving that even close disciplines appear to have different rhetorical structures. Chinese linguists (Ge & Yang, 2005; Taylor & Tingguang, 1991) and others used Hyland's (2000) model to find remarkable differences in the

move and move pattern frequency in the disciplinary RAAs. Some researchers analyzed RAAs, written in English or non-English languages like German language (Busch-Lauer, 1995), in English and Chinese (Li, 2011), in English and French (Ackland, 2009; Van Bonn & Swales, 2007), in English and Spanish (Martin-Martin, 2003), in English and Arabic (Alhuqbani, 2013), in English and Swedish (Melander, Swales & Fredrickson, 1997), in English and Turkish (Gecikli, 2013), and in English and Italian languages (Giannoni, 2002).

In Iran context, enormous abstract analysis studies (either thesis or RA abstracts) have been made (Noorizadeh-Honami & Chalak, 2018; Zand-Moghadam & Meihami, 2016; Darabad, 2016; Nasseri & Nematollahi, 2014; Behnam & Golpour, 2014; Marefat & Mohammadzadeh, 2012). Behnam and Golpour (2014) found great differences in English native and non-native (Iranian) students' RAAs in mathematics and applied linguistics. Using Hyland's (2000) model, Zand-Moghadam and Meihami (2016) showed that authors of the MA thesis abstracts favor the Introduction-Purpose-Method-Product-Conclusion (I-P-M-R-C) over the Purpose-Method-Product (P-M-R), concluding that the "Purpose" move carried the highest average of information while others, especially "conclusion", were not so much important.

3. Methodology

By focusing on the move structure (the most dominant and common moves, move patterns and lexico-grammatical features) and lexico-grammatical features of the Research Article Abstracts (RAAs) of the journals of two Physical Education sub-disciplines (Sports Medicine (SM_e) and Sports Management (SM_a)), this qualitative study identified the rhetorical-linguistic variations, caused by English as a Lingua Franca for Academia (ELFA). The RAAs, published in six high-index Physical Education journals in three countries of ELFA circles, had been written by the SM_e and SM_a authors whose L1 is/is not the English language and use it as a medium for interaction and communication. The RAAs were published in the English-medium SM_e and SM_a journals of the ELFA Inner, Outer and Expanding circle countries (Kachru, 1997).

3.1. Corpus of the Study

A total of 120 RAAs were randomly selected from the English SM_e and SM_a journals in the ELFA Inner, Outer and Expanding circle countries of the USA, India, and Iran, respectively to form the data corpus (28,157 words and 1134 sentences). The collection featured 20 SM_e RAAs taken from American Journal of Sports Medicine (2018), 20 from India's Journal of Physical Education, Sports Medicine and Exercise Science (2017) and 20 from Iranian University of Tehran's Journal of Sports Medicine (2011-2018). Meanwhile, 20 out of 60 SM_a RAAs were from American Journal of Sports Management (2003-2018), 20 from India's Journal of Physical Education Sports Management and Yogic Sciences (2016-2017) and 20 from Iranian University of Tehran's Journal of Sports Management (2010-2018).

3.2. Instrumentation

A number of models (Swales, 1990; Hyland, 2000; Santos, 1996) have been proposed for the RAA move structure analysis. Swales' (1990) Create a Research Space (CARS) and the IMRD and Hyland's (2000) I-P-M-R-C (See Appendix A) are the most distinguished of all. The IMRD is used for the "informative" (Lorés, 2004) and "empirical" (Behnam, 2014) while CARS (1990) for the "indicative" (Lorés, 2004) abstracts. Hyland's (2000) I-P-M-R-C was used in this study on the belief that it comprises the Purpose Move, which is missing in the already available models. Furthermore, it is the most elaborate and popular (El-Dakhs, 2018) model.

3.3. Data Analysis

The ELFA writers' RAA corpora was analyzed in two macro-and micro-levels: The macro-level analysis used Hyland's (2000) model, while the micro-level (i.e. the lexico-grammatical features of the RAAs) analysis used the textanalyzer.com website. To secure the reliability of the findings, the data were given to two more researchers for verification following the idea of Soler-Monreal et al. (2011). The unit of move analysis was phrase. The second researcher, who had similar experience of

move pattern analysis and published a related research article (Mohammadzadeh, 2012), checked the abstracts in the corpus one by one and reached consensus with this study researchers on few areas of dispute. The inter-rather reliability was then estimated standing at 0.95 percent.

4. Results

Regarding research question 1, Table 1 (see Appendix B) highlights results of 120 ELFA Physical Education RAA (1ESM_eA1 to 120ISM_aA20) analysis. Table 1 (see Appendix B) shows the list of abstracts (column 1), frequency of moves 1 to 5 for each abstract (columns 2 to 6) and for all abstracts (the data next to Total in the row before the last one in the bottom line), move pattern for each abstract (column 7), all move patterns and the most dominant move pattern of the corpus (column 8) and the frequency and percentage of each move pattern mentioned in column 8 (columns 9 and 10). Detailed information are provided in the following sections under different headings.

4.1. More and Less Dominant Moves

Move 3 (Method) (column 4 of Table 1) with 140 (117%) occurrences was highly dominant in the abstracts of the Physical Education journals of the three ELFA circle countries. On the contrary, Move 1 (Introduction) was the least frequent (64 occurrences/ 53%) moves in the corpus. Table 2 shows details:

Table 2: (Dominant) Moves in RAAs of Physical Education Journals in Academia Countries

Abstracts	Move 1	Move 2	Move 3	Move 4	Move 5
ESM_e	15	20	20	20	17
ESM_a	2	23	26	21	16
OSM_e	6	25	27	15	8
OSM_a	6	19	20	11	9
ISM_e	20	20	20	20	20
ISM_a	15	26	27	24	17
Total	64	133	140	111	87
Expanding	17	43	46	41	33
Outer	12	44	47	26	17
Inner	35	46	47	44	37
Expanding & Outer	29	87	93	67	50
Expanding & Inner	52	89	93	85	70
Outer & Inner	47	90	94	70	54
SM_e	41	65	67	55	45
SM_a	23	68	73	56	42

Note: ESMe= Expanding (circle) Sports Medicine ESMa= Expanding (circle) Sports Management OSMe= Outer (circle) Sports Medicine OSMaA= Outer (circle) Sports Management ISMe= Inner (circle) Sports Medicine Abstract ISMa= Inner (circle) Sports Medicine

Shown in Table 2, Move 2 (Purpose) followed the list after Move 3 in terms of high frequency in the inter-disciplinary and ELFA abstracts. It seems the ELFA writers of the Sports Science abstracts compensated move structure dilutions by other mechanisms like move repetitions/addition, hybridization, and displacement. Table 3 shows the results with hybrids:

Table 3: Hybridization in the Corpora of RAAs of English as a Lingua Franca for Academia Journals

Abstracts	Move Pattern	R+C	P+M	M+P	P+C	I+P	R+M	M+R	SM_e			SM_a		
									E	O	I	E	O	I
$2ESM_eA2$	I-P-M-R+C	1	0	0	0	0	0	0	1					
$25ESM_aA5$	P+M-M-R-C	0	1	0	0	0	0	0				1		
27ESMaA7	I-P+M-M-R-C	0	1	0	0	0	0	0				1		
$31ESM_aA11$	P-M-R+C-R+C	2	0	0	0	0	0	0				2		
53OSMeA13	P-I-M+P-M-R+C	1	0	1	0	0	0	0		2				
54OSMeA14	I-P+M-R	0	1	0	0	0	0	0		1				
56OSMeA16	P-P+M+P+M+P+M-P+M-M	0	4	2	0	0	0	0		6				
60OSMeA20	P-M-R+M+P+M+R+C	1	1	1	0	0	1	1		5				
71OSMaA11	P-M-R+C	1	0	0	0	0	0	0					1	
101ISMaA1	I-P+M-P-R-C-R-C	0	1	0	0	0	0	0						1
104ISMaA4	I-P-M+R-R+C	1	0	0	0	0	0	1						2
$109ISM_aA9$	M+P+M-P+M-R-C	0	2	1	0	0	0	0						3
$111ISM_aA11$	P+M-M-R	0	1	0	0	0	0	0						1
$112ISM_aA12$	I-M+P-R-C	0	0	1	0	0	0	0						1
$113ISM_aA13$	I-P-M+P-M+R-R+C	0	0	1	0	0	0	1						2
114ISMaA14	I-P-M-M+P-M-R	0	0	1	0	0	0	0						1
$115ISM_aA15$	P-M+R-C-M+R-P+C	0	0	0	1	0	0	2						3
$116ISM_aA16$	P-M+R-R-C	0	0	0	0	0	0	1						1
$119ISM_aA19$	I-I+P+M-I+P-R-C	0	1	0	0	2	0	0						3
$120ISM_aA20$	P-R-I-M+R-C	0	0	0	0	0	0	1						1
Total	39 Hybrids	7	13	8	1	2	1	7	1	14	0	4	1	19

Note: E=Expanding Circle O= Outer Circle I=Inner Circle SMe= Sports Medicine SMa=Sports Management

Table 3 shows hybrids or mixing of two or more than two moves, testifying claims of Pho (2008) and Santos (1996) that full or partial merger of two or more than two moves (Moves 2 & 3) might be because of the condensed nature of the abstract structure. In this study, seven types of hybrids, i.e. R+C, P+M, M+P, P+C, I+P and M+R are seen. The purpose-method mixings (13 cases) are on top of the list.

Move repetition/addition was among other varieties in the corpus. There were 51 cases of repetition: The highest and the lowest going to Move 3 (21 cases) and Move 1 (Two cases), respectively. Table 4 shows the data:

Table 4: Frequency of Repeated Moves in the Corpora of Research Article Abstracts

Abstracts	Move Patterns	Move 1	Move 2	Move 3	Move 4	Move 5	SM_e			SM_a		
							E	O	I	E	O	I
$24ESM_aA4$	P-M-P-R	0	1	0	0	0				2		
25ESMaA5	P+M-M-R-C	0	0	1	0	0				1		
27ESMaA7	I-P+M-M-R-C	0	0	1	0	0				1		
32ESMaA12	P-M-R-M-R-M	0	0	2	1	0				2		

33ESM$_a$A13	P-M-P-M-P-M	0	2	2	0	0				4			
53OSMeA13	P-I-M+P-M-R+C	0	1	1	0	0		2					
56OSMeA16	P-P+M+P+M+P+M-P+M-M	0	4	4	0	0		8					
60OSM$_e$A20	P-M-R+M+P+M+R+C	0	1	2	1	0		4					
75OSM$_a$A15	I-M-P-M-R-C	0	0	1	0	0					1		
76OSM$_a$A16	P-I-P-M-R-C	0	1	0	0	0					1		
101ISM$_a$A1	I-P+M-P-R-C-R-C	0	1	0	1	1							3
104ISMaA4	I-P-M+R-R+C	0	0	0	1	0							
109ISM$_a$A9	M+P+M-P+M-R-C	0	1	2	0	0							3
111ISM$_a$A11	P+M-M-R	0	0	1	0	0							1
113ISM$_a$A13	I-P-M+P-M+R-R+C	0	1	1	1	0							3
114ISM$_a$A14	I-P-M-M+P-M-R	0	1	2	0	0							3
115ISM$_a$A15	P-M+R-C-M+R-P+C	0	1	1	1	1							4
116ISM$_a$A16	P-M+R-R-C	0	0	0	1	0							1
119ISM$_a$A19	I-I+P+M-I+P-R-C	2	1	0	0	0							1
120ISM$_a$A20	P-R-I-M+R-C	0	0	0	1	0							1
Total	51 Repetitions	2	16	21	9	3	0	14	0	9	2		20

Note: E=Expanding Circle O= Outer Circle I=Inner Circle SMe= Sports Medicine SMa=Sports Management

As Table 4 shows, the highest number of repetitions was primarily observed in the Inner (20 instances) and Outer circles (16 instances), while the least in the Expanding (9 instances) circle journal abstracts. The highest number of repetition was recorded for Move 3 (21) and the least for Move 1 (two cases). The highest number of repetition (Move 3) was seen in the ISM$_a$ abstracts (20 cases). There were also 12 instances of move displacement: Move 1 (Five cases), Move 3 and Move 5 every two cases and Move 4 two cases. Table 5 shows the data:

Table 5: Frequency of Moves in Disposition in the Corpora of Research Article Abstracts

Abstracts	Move Patterns	Move 1	Move 2	Move 3	Move 4	Move 5	SM$_e$			SM$_a$		
							E	O	I	E	O	I
53OSMeA13	P-I-M+P-M-R+C	1	0	1	0	0		2				
76OSMaA16	P-I-P-M-R-C	1	0	1	0	0					2	
102ISM$_a$A2	P-I-M-R-C	1	0	0	0	0						1
103ISM$_a$A3	P-I-M-C	1	0	0	0	0						1
107ISM$_a$A7	P-I-M-R-C	1	0	0	0	0						1
109ISM$_a$A9	M+P+M-P+M-R-C	0	1	1	0	0						2
112ISM$_a$A12	I-M+P-R-C	0	0	1	0	0						1
113ISMaA13	I-P-M+P-M+R-R+C	0	1	1	0	0						2
114ISMaA14	I-P-M-M+P-M-R	0	1	1	0	0						2
115ISMaA15	P-M+R-C-M+R-P+C	0	1	1	1	1						4
119ISMaA19	I-I+P+M-I+P-R-C	1	1	0	0	0						2
120ISM$_a$A20	P-R-C-M+R-C	0	0	0	1	1						2
Total	11 dispositions	6	5	7	2	2	0	2	0	0	2	18

Note: E=Expanding Circle O= Outer Circle I=Inner Circle SMe= Sports Medicine SMa=Sports Management

Move 3 recorded the highest cases of dislocation (seven instances), immediately followed by moves 1 and 2. Against such an abnormality was seen in the ISM_a abstracts. There were 116 move omissions: The highest number (60) belonging to Move 1 (Introduction) and only one to Move 3 (Method). Next to Move 1 in the list was Move 5 with 34 instances of omission. Table 6 shows the data:

Table 6: Frequency of Omitted Moves in the Corpora of Research Article Abstracts

Abstracts	Move Patterns	Move 1	Move 2	Move 3	Move 4	Move 5	SMe			SMa		
							E	O	I	E	O	I
*1ESMeA1	I-P-M-R	0	0	0	0	1	1					
*7ESM$_e$A7	P-M-R-C	1	0	0	0	0	1					
*10ESMeA10	I-P-M-R	0	0	0	0	1	1					
*13ESMeA13	P-M-R-C	1	0	0	0	0	1					
**15ESM$_e$A15	P-M-R	1	0	0	0	1	2					
*19ESMeA19	P-M-R-C	1	0	0	0	0	1					
*20ESM$_e$A20	P-M-R-C	1	0	0	0	0	1					
*21ESM$_a$A1	P-M-R-C	1	0	0	0	0				1		
*22ESM$_a$A2	P-M-R-C	1	0	0	0	0				1		
*23ESM$_a$A3	P-M-R-C	1	0	0	0	0				1		
**24ESM$_a$A4	P-M-P-R	1	0	0	0	1				2		
*25ESM$_a$A5	P+M-M-R-C	1	0	0	0	0				1		
*26ESM$_a$A6	P-M-R-C	1	0	0	0	0				1		
*28ESM$_a$A8	P-M-R-C	1	0	0	0	0				1		
*30ESM$_a$A10	P-M-R	1	0	0	0	1				2		
**31ESM$_a$A11	P-M-R+C-R+C	1	0	0	0	0				2		
**32ESMaA12	P-M-R-M-R-M	1	0	0	0	1				2		
***33ESM$_a$A13	P-M-P-M-P-M	1	0	0	1	1				3		
*34ESM$_a$A14	P-M-R-C	1	0	0	0	0				1		
*35ESM$_a$A15	P-M-R-C	1	0	0	0	0				1		
**36ESM~~a~~A16	P-M-R	1	0	0	0	1				2		
*37ESM$_a$A17	P-M-R-C	1	0	0	0	0				1		
*38ESM$_a$A18	P-M-R-C	1	0	0	0	0				1		
*39ESM$_a$A19	P-M-R-C	1	0	0	0	0				1		
*40ESM$_a$A20	P-M-R-C	1	0	0	0	0				1		
**42OSM$_e$A2	P-M-R	1	0	0	0	1		2				
***43OSMeA3	P-M	1	0	0	1	1		3				
***44OSMeA4	P-M	1	0	0	1	1		3				
*45OSM$_e$A5	I-M	0	1	0	1	1		2				
*46OSM$_e$A6	P-M-R-C	1	0	0	0	0		1				
***47OSM$_e$A7	P-M	1	0	0	1	1		3				
**48OSM$_e$A8	P-M-C	1	0	0	1	0		2				
*49OSMeA9	P-M-R-C	1	0	0	0	0		1				
**50OSM$_e$A10	P-M-R-C	1	0	0	0	0		1				
*52OSM$_e$A12	I-P-M-R	0	0	0	0	1		1				

*54OSM$_e$A14	I-P+M-R	0	0	0	0	1		1				
**55OSM$_e$A15	P-M-R	1	0	0	0	1		2				
***56OSM$_e$A16	P-P+M+P+M+P+M-P+M-M	1	0	0	1	1		3				
**57OSM$_e$A17	P-M-R	1	0	0	0	1		2				
**58OSM$_e$A18	P-M-R	1	0	0	0	1		2				
*59OSM$_e$A19	P-M-R-C	1	0	0	0	0		1				
*60OSM$_e$A20	P-M-R+M+P+M+R+C	1	0	0	0	0		1				
**61OSM$_a$A1	P-M-R	1	0	0	0	1					2	
**62OSM$_a$A2	I-P-M	0	0	0	1	1					2	
**63OSM$_a$A3	P-M-C	1	0	0	1	0					2	
**64OSM$_a$A4	P-M-R	1	0	0	0	1					1	
*65OSM$_a$A5	I-P-R-C	0	0	1	0	0					1	
**66OSM$_a$A6	P-M-C	1	0	0	1	0					2	
***67OSM$_a$A7	P-M	1	0	0	1	1					3	
**68OSM$_a$A8	P-M-R	1	0	0	0	1					2	
***69OSM$_a$A9	I-M	0	1	0	1	1					3	
**70OSM$_a$A10	P-M-R	1	0	0	0	1					2	
*71OSM$_a$A11	P-M-R+C	1	0	0	0	0					1	
**72OSM$_a$A12	P-M-R	1	0	0	0	1					2	
***73OSM$_a$A13	M-C	1	1	0	1	0					3	
***74OSM$_a$A14	P-M	1	0	0	1	1					3	
***77OSM$_a$A17	P-M	1	0	0	1	1					3	
**78OSM$_a$A18	P-M-C	1	0	0	1	0					2	
**79OSM$_a$A19	P-M-R	1	0	0	0	1					2	
*80OSM$_a$A20	P-M-R-C	1	0	0	0	0					1	
*103ISMaA3	P-I-M-C	0	0	0	1	0						1
*104ISMaA4	P-M-R-C	1	0	0	0	0						1
*105ISM$_a$A5	P-M-R-C	1	0	0	0	0						1
*106ISM$_a$A6	P-M-R-C	1	0	0	0	0						1
*109ISM$_a$A9	M+P+M-P+M-R-C	1	0	0	0	0						1
**110ISM$_a$A10	I-P-M	0	0	0	1	1						2
**111ISM$_a$A11	P+M-M-R	1	0	0	0	1						2
*114ISM$_a$A14	I-P-M-M+P-M-R	0	0	0	0	1						1
*115ISM$_a$A15	P-M+R-C-M+R-P+C	1	0	0	0	0						1
*116ISM$_a$A16	P-M+R-R-C	1	0	0	0	0						1
*117ISM$_a$A17	I-P-M-R	0	0	0	0	1						1
*118ISM$_a$A18	P-M-R-C	1	0	0	0	0						1
Total	116 deletions/omissions	60	3	1	18	34	8	31	0	25	37	14

Note: E=Expanding Circle O= Outer Circle I=Inner Circle SMe= Sports Medicine SMa=Sports Management
* The abstracts identified by single-move omission move pattern ** The abstracts identified by two-move omission move pattern *** The abstracts identified by three-move omission move pattern

As Table 6 shows, the corpus featured three omission types: **a)** One-move (38 instances) **b)** Two-move (23 instances) **c)** Three-move (10 instances) The highest cases of omission (68 cases) were observed in the Outer circle ELFA journals, 33 ones in the Expanding circle and the least number (14 counts) in the Inner circle journals.

4.2. Move Patterns

In the corpus, 38 move patterns (The highest number (17) seen in the Inner Circle SM_a and the lowest number (only one) in the Inner Circle SM_e abstracts). Table 7 shows details:

Table 7: (Dominant) Move Patterns in Sports Medicine and Sports Management RAAs of English as a Lingua Franca for Academia Journals

No.	ESM_e	F	ESM_a	F	OSM_e	F	OSM_a	F	ISM_e	F	ISM_a	F	Common Move Pattern	F & %
1	I-P-M-R-C	12	P-M-R-C	11	P-M-R	4	P-M-R	6	I-P-M-R-C	20	P-M-R-C	3	I-P-M-R-C	36(30 %)
2	P-M-R-C	4	P-M-R	2	P-M-R-C	4	P-M-C	3			P-I-M-R-C	2	P-M-R-C	23 (20%)
3	I-P-M-R	2	I-P-M-R-C	1	P-M	3	P-M	3			I-P-M	1	P-M-R	12 (10%)
4	P-M-R	1	P-M-P-R	1	I-P-M-R-C	2	I-M-P-M-R-C	1			I-P-M-R	1		
6			P-M-R-M-R-M	1	I-P-M-R	1	I-P-R-C	1			I-P+M-P-R-C-R-C	1		
7			P+M-M-R-C	1	I-M	1	M-C	1			I-P-M+R-R+C	1		
8			I-P+M-M-R-C	1	I-P+M-R	1	P-I-P-M-R-C	1			M+P+M-P+M-R-C	1		
9			P-M-R+C-R+C	1	P-I-M+P-M-R+C	1	P-M-R+C	1			P+M-M-R	1		
10					P-M-R+M+P+M+R+C	1	P-M-R-C	1			I-M+P-R-C	1		
11					P-P+M+P+M+P+M-P+M-M	1	I-M	1			I-P-M+P-M+R-R+C	1		
12											I-P-M-M+P-M-R	1		
13											P-M+R-C-M+R-P+C	1		
14											P-M+R-R-C	1		
15											I-I+P+M-I+P-R-C	1		

16	P-R-I-M+R-C	1
17	I-P-M-R-C	1

Note: F.= Frequency

In Table 7, the highlighted move patterns are the most dominant ones in each of the SM_e and SM_a ELFA journal abstracts. The last two columns indicate the most dominant move patterns and their frequency and percentage in abstracts of both sports disciplines and three ELFA circles. **I-P-M-R-C** (36 or 30% occurrences) came up to be the most dominant move pattern in whole the corpus, notably in the ESM_e and ISM_e corpora. For the OSM_e and OSM_a abstracts' corpora it is **P-M-R** and for the ESM_a, OSM_e and ISM_a ones it is **P-M-R-C**. Table 8 and Table 9 show dominant move patterns in the abstracts of three ELFA circle countries' and the Physical Education sub-disciplines' journals:

Table 8: (Dominant) Move Patterns in RAAs of English as a Lingua Franca for Academia Journals

Circles	Dominant Move Pattern	Frequency	%
Expanding circle	P-M-R-C	15	37.5
Outer circle	P-M-R	9	22.5
Inner circle	I-P-M-R-C	21	52.5
Expanding & Outer circle	P-M-R-C	20	25
Expanding & Inner circle	I-P-M-R-C	34	42.5
Outer & Inner circle	I-P-M-R-C	23	28.74
Expanding, Outer & Inner circles	I-P-M-R-C	36	30

Speaking in terms of cross-disciplinary move pattern types, the I-P-M-R-C move pattern type was more dominant in the SM_eAs than SM_aAs. Table 9 shows the result:

Table 9: Frequency of Move Patterns and Dominant Move Pattern in Physical Education RAAs

Sports Management Abstracts	Frequency	Sports Medicine Abstracts	Frequency
P-M-R-C	15	I-P-M-R-C	34
P-M-R	8	P-M-R-C	8
P-M-C	3	I-P-M-R	3
P-M	3	P-M-R	5
I-P-M-R-C	2	P-M	3
I-P-M	2	P-M-C	1
P-I-M-R-C	2	I-M	1
P-M-P-R	1	I-P+M-R	1
I-P-M-R	1	P-I-M+P-M-R+C	1
P-M-R-M-R-M	1	P-M-R+M+P+M+R+C	1
P-M-P-M-P-M	1	P-P+M+P+M+P+M-P+M-M	1
I-P-R-C	1	I-P-M-R+C	1
I-M	1		

I-M-P-M-R-C	1			
P-I-P-M-R-C	1			
M-C	1			
P-I-M-C	1			
P+M-M-R-C	1			
I-P+M-M-R-C	1			
P-M-R+C-R+C	1			
P-M-R+C	1			
I-P+M-P-R-C-R-C	1			
I-P-M+R-R+C	1			
M+P+M-P+M-R-C	1			
P+M-M-R	1			
I-M+P-R-C	1			
I-P-M+P-M+R-R+C	1			
I-P-M-M+P-M-R	1			
P-M+R-C-M+R-P+C	1			
P-M+R-R-C	1			
I-I+P+M-I+P-R-C	1			
P-R-I-M+R-C	1			
32	60	12		60

Figures 1 and 2 show types and percentages of move patterns in both the Sports Medicine (SM_e) and Sports Management (SM_a) disciplines:

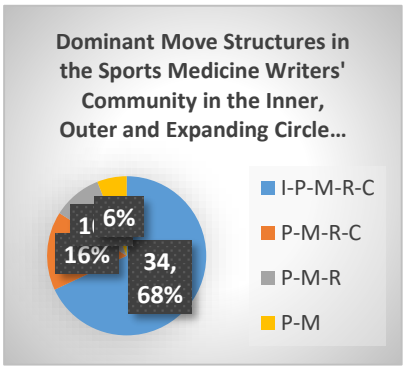
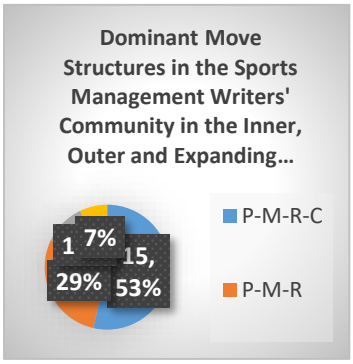


Figure 1: Dominant Move Structures in the Sports Medicine Research Article Abstracts



4.3.The Lexico-Grammatical Features

The SM_e and SM_a abstract corpus analysis showed that writers in the Expanding and Inner circle countries were closer to each other than those in the Outer and Inner circle countries because three words (`Study,' `Group' and `Injury/ies') were more dominant in their products compared to just one word (`Study') common for the journal authors in the Outer and Inner Circle countries. All the ELFA writers jointly used the word `Study'. Table 10 shows the result:

Table 10: Most Frequent Words in English as a lingua Franca for Academia Journals

Figure 2: Dominant Move Structures in the Sports Management Research Article Abstracts

Inner	Expanding	Outer
acl	athletes	age
between	balance	Indian
col	functional	influence
group	group	physical
injury	injuries	players
knee	lower	satisfaction
ligament	study	study
patients	test	volleyball
sport	tests	
study	training	

Speaking in terms of cross-disciplinary RAAs, the word `Study' with 39 cases of occurrence, was the common word in the corpus of the Sports Medicine and Sports Management abstracts. Table 11 shows the result.

Table 11: Most Frequent Words in the Corpus of Two Physical Education Sub Disciplines' RAAs

Words	Sports Medicine Abstracts	Sports Management Abstracts
athletes	19	
balance	21	
behavior		13
capacity		20
functional	11	
group	20	
implicit		13
injuries	14	
lower	11	
organizational		19
research		13
results		13
social		12
sport		41
study	13	26
test	12	
tests	16	
training	18	

Moreover, the absolute majority of the Inner, Outer and Expanding circle SM_e and SM_a RAAs used the passive voice and past tense. There were rare (2-3) cases of the usage of the first person plural pronoun and no case of the first person singular pronoun in the corpus.

5. Discussion

As seen in the results section, similarities and differences were observed in the 120 Physical Education RAAs of the ELFA writers in the Inner (USA), Outer (India) and Expanding (Iran) circle countries. The similarities were more observable in the move rather than the move pattern level. In whole the corpora Move 3 with 140 instances of occurrence stood as the highly dominant move.

Another most noticeable commonality was the most frequent move patterns of I-P-M-R-C with 36 cases of occurrence (30%) consistent with the I-P-M-R-C model of Hyland (2000); the P-M-R-C model with 23 (20 %) and the P-M-R model with 12 (10%) occurrences were also seen in the list. Within the context of the three ELFA circle countries and the two sports sub-disciplines, the Expanding circle (Iranian) Sports Medicine community writers were so close to the Inner circle (The USA) Sports Medicine writers of the RAA: In both groups of abstracts Move 3 and the move pattern I-P-M-R-C were highly dominant. Iranian ESM_e abstract writers seem to be strongly loyal to Hyland's (2000) I-P-M-R-C model as the ISM_e writers were because as mentioned above the model was equally highly frequent in both group of writers' works. They also seem sticking to the rules set by publisher(s). The instances of homogeneity may support ideas of Melander et al. (1997) who claimed that the criteria of a specific discipline may urge authors to employ certain rhetorical and linguistic features and consequently determined moves and steps. Tseng (2011) believes that authors usually follow the publisher's guidelines. On the other hand, Behnam and Golpour (2014) hold that researchers in non-English speaking countries seem to be "greatly influenced" by the English authors.

One more commonality in the ELFA cross-disciplinary corpus was the highest number of the occurrence of Move 3, followed by Move 2: Move 3 was observed with 140 instances equal to 117% and Move 2 with 133 instances equal to 111% of move occurrences in whole the corpora. The high number of the occurrence of moves 2, 3 and 4 (384 occurrences in combination – 71.77%) may support the claim that they are *mandatory* and *obligatory* (Hyland, 2000) in the RAAs of the SM_e and SM_a in the three ELFA circles. One more justification for the changes may be `formal dilution' (`fuzziness', `erosion', `fadeout', `shortening') of the moves' construct from I-P-M-R-C to P-M-R or P-M, seemingly caused by `genre evolution', globalization or technology (Guinda, 2015).

The Move 1 growing omission in the study corpus testifies the move structure erosion idea. As mentioned above the move 1 disappearance rate was high in both the Sports Medicine and Sports Management and majority of the ELFA circle countries' journal abstracts. The move had the lowest percentage and frequency of occurrence in the SM_a and the Outer circle the English Research Article Abstracts (RAAs) in the Physical Education discipline, testifying its less noticeable role in the writers' works as they placed less emphasis on it. Ge and Yang (2005) believe such "dramatic differences" in moves' frequency might be because of the disciplinary characteristics.

One more point is that the abstracts in the Expanding circle journals showed less heterogeneity while those in the Outer circle and the SM_a discipline represented the highest degree of variation and heterogeneity. Number of move patterns for abstracts of the Expanding circle journals stood at 14, while it was 22 for those in the Outer and 18 for those in the Inner circle journals. The move pattern tally was 32 for the SM_a, but 13 for the SM_e abstracts. The heterogeneity evidences may run opposite to the common belief that hard disciplines (in our case SM_a and SM_e) (Hyland, 2000) are governed by stricter RA writing rules and conventions (Darabad, 2016).

6. Conclusion and Implications

This research studied move structure variations by focusing on the move types, behaviors, distribution, frequency and dominance as well as types of move patterns in two Physical Education sub-disciplines' journals published in three countries of ELFA circles. Then comparisons were drawn across the two sub-disciplines (Sports management and sport medicine) and across three ELFA contexts in terms of the above mentioned features. The results showed variations and commonalities

across disciplines and ELFA contexts in terms of moves and move patterns as well as lexis and grammar, while highlighting the most heterogeneous and most homogeneous Physical Education sub-disciplines and English usage contexts, while drawing similarities and differences between two and more than two English usage contexts and two sports sub-disciplines.

The instructors of the English for Research Publication Purposes (ERPP) and the English for Academic Purposes Writing Instruction (EAPWI) for international students of Physical Education can also benefit from the findings in their classes and workshops in providing more to-the-point teaching of writing to the attendants with respect to the Physical Education inter-disciplinary and ELFA variations and points of divergence and convergence. In designing tasks the most common genres, detected in the course of the Physical Education inter-disciplinary RAA discourse study in the ELFA three contexts, can be placed atop of tasks to encourage the Academic Writing workshop attendants and the less common and more difficult ones following the first group of tasks. The policy and practice is hoped to lead the participants achieve success in the disciplinary writing practices. The findings can be of help to the EAP instructors and writers of Physical Education in the ELFA Expanding Circle context of Iran especially. They can design and develop more focused materials for the sake of teaching writing with respect to the variations. The teachers can design related tasks with respect to the findings.

In this study, move erosions were also observed which reveal the difficult path ahead of the writing instructors and the challenges of teaching to the novice English writers of Physical Education academic texts, including theses, dissertations and research manuscripts, in the Physical Education ELFA expanding circle countries, including Iran, for publication in the high status journals of the inner circle countries. Of course, the instructors of the Sports Medicine RAA writing classes in the ELFA expanding circle country of Iran will have less difficult responsibility because the writers of the RAAs in the two contexts were so close to each other.

To narrow down the scope of research as is customary to all kinds of research, this study shed light on only one part of RA, on limited number of RAAs, published in only two Physical Education sub-disciplines and only in three ELFA circle countries, which make generalizations unlikely as is customary for similar qualitative research. Therefore, future researchers are suggested to conduct more systematic such research, perhaps leading to generalizations in the field. Devitt (2006) believes such research is needed with respect to the ever growing value of ELFA and subsequent dramatic changes in specific linguistic features. Seidlhofer (2005) also thinks likewise: “What it looks and sounds like and how people actually use it and make it work” (Seidlhofer, 2005, pp. 339-340). In the decades ahead, related research will give an impetus to the concept of ELF to gain acceptance alongside English as a “native” language.

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Abbreviation List:

EAP: English for Academic Purposes

EAPWI: The English for Academic Purposes Writing Instruction

ELFA: English as a Lingua Franca for Academia

ERP: English for Research Publication Purposes **ESP**: English for Specific Purposes

RA: Research Article **RAA**: Research Article Abstract

SM_e: Sports Medicine **SM_a**: Sports Management

WrELF: Written English as a Lingua Franca

E: Expanding Cirlce **O**: Outer Circle **I:** Inner Circle

Appendix A

Hyland's Model (2000, p. 67) of Research Article Abstracts

Moves	**Functions**
Introduction	Establishes context of the paper and motivates the research
Purpose	Indicates purpose, outlines the aim behind the paper
Method	Provides information on design, procedures, data analysis, etc.
Product	Indicates results and the argument
Conclusion	Points to applications or wider implications and Interpretation scope of paper

Appendix B

Table 1: *Research Article Abstracts' Moves, Move Patterns and Their Frequency*

Abstracts	Move 1	Move 2	Move 3	Move 4	Move 5	Move Patterns	All Move Patterns	Move Pattern Frequency
1ESMeA1	1	1	1	1	0	I-P-M-R	I-P-M-R-C	36(30%)
2ESMeA2	1	1	1	1	1	I-P-M-R+C	P-M-R-C	23 (20%)
3ESMeA3	1	1	1	1	1	I-P-M-R-C	P-M-R	12 (10%)
4ESMeA4	1	1	1	1	1	I-P-M-R-C	P-M	6 (5%)
5ESMeA5	1	1	1	1	1	I-P-M-R-C	P-M-C	4 (3.33%)
6ESMeA6	1	1	1	1	1	I-P-M-R-C	I-P-M-R	4 (3.33%)

7ESMeA7	0	1	1	1	1	P-M-R-C	P-I-M-R-C	2 (1.66%)
8ESMeA8	1	1	1	1	1	I-P-M-R-C	I-P-M	2 (1.66%)
9ESMeA9	1	1	1	1	1	I-P-M-R-C	I-M	2 (1.66%)
10ESMeA10	1	1	1	1	0	I-P-M-R	I-M-P-M-R-C	1 (0.83%)
11ESMeA11	1	1	1	1	1	I-P-M-R-C	I-P-R-C	1 (0.83%)
12ESMeA12	1	1	1	1	1	I-P-M-R-C	M-C	1 (0.83%)
13ESMeA13	0	1	1	1	1	P-M-R-C	P-I-M-C	1 (0.83%)
14ESMeA14	1	1	1	1	1	I-P-M-R-C	P-I-P-M-R-C	1 (0.83%)
15ESMeA15	0	1	1	1	0	P-M-R	P-M-I-R-C	1 (0.83%)
16ESMeA16	1	1	1	1	1	I-P-M-R-C	P-M-P-M-P-M	1 (0.83%)
17ESMeA17	1	1	1	1	1	I-P-M-R-C	P-M-P-R	1 (0.83%)
18ESMeA18	1	1	1	1	1	I-P-M-R-C	P-M-R-M-R-M	1 (0.83%)
19ESMeA19	0	1	1	1	1	P-M-R-C	I-P-M-R+C	1 (0.83%)
20ESMeA20	0	1	1	1	1	P-M-R-C	P+M-M-R-C	1 (0.83%)
21ESMaA1	0	1	1	1	1	P-M-R-C	I-P+M-M-R-C	1 (0.83%)
22ESMaA2	0	1	1	1	1	P-M-R-C	P-M-R+C-R+C	1 (0.83%)
23ESMaA3	0	1	1	1	1	P-M-R-C	I-P+M-R	1 (0.83%)
24ESMaA4	0	2	1	1	0	P-M-P-R	P-I-M+P-M-R+C	1 (0.83%)
25ESMaA5	0	1	2	1	1	P+M-M-R-C	P-M-R+M+P+M+R+C	1 (0.83%)
26ESMaA6	0	1	1	1	1	P-M-R-C	P-P+M+P+M+P+M-P+M	1 (0.83%)
27ESMaA7	1	1	2	1	1	I-P+M-M-R-C	P-M-R+C	1 (0.83%)
28ESMaA8	0	1	1	1	1	P-M-R-C	I-P+M-P-R-C-R-C	1 (0.83%)
29ESMaA9	1	1	1	1	1	I-P-M-R-C	I-P-M+R-R+C	1 (0.83%)
30ESMaA10	0	1	1	1	0	P-M-R	M+P+M-P+M-R-C	1 (0.83%)
31ESMaA11	0	1	1	2	2	P-M-R+C-R+C	P+M-M-R	1 (0.83%)
32ESMaA12	0	1	3	2	0	P-M-R-M-R-M	I-M+P-R-C	1 (0.83%)
33ESMaA13	0	3	3	0	0	P-M-P-M-P-M	I-P-M+P-M+R-R+C	1 (0.83%)
34ESMaA14	0	1	1	1	1	P-M-R-C	I-P-M-M+P-M-R	1 (0.83%)

35ESMaA15	0	1	1	1	1	P-M-R-C	P-M+R-C-M+R-P+C	1 (0.83%)
36ESMaA16	0	1	1	1	0	P-M-R	P-M+R-R-C	1 (0.83%)
37ESMaA17	0	1	1	1	1	P-M-R-C	I-I+P+M-I+P-R-C	1 (0.83%)
38ESMaA18	0	1	1	1	1	P-M-R-C	P-R-I-M+R-C	1 (0.83%)
39ESMaA19	0	1	1	1	1	P-M-R-C		
40ESMaA20	0	1	1	1	1	P-M-R-C		
41OSMeA1	0	1	1	1	1	I-P-M-R-C		
42OSMeA2	0	1	1	1	0	P-M-R		
43OSMeA3	0	1	1	0	0	P-M		
44OSMeA4	0	1	1	0	0	P-M		
45OSMeA5	1	0	1	0	0	I-M		
46OSMeA6	0	1	1	1	0	P-M-R-C		
47OSMeA7	0	1	1	0	0	P-M		
48OSMeA8	0	1	1	0	1	P-M-C		
49OSMeA9	0	1	1	1	1	P-M-R-C		
50OSMeA10	1	1	1	1	1	P-M-R-C		
51OSMeA11	1	1	1	1	1	I-P-M-R-C		
52OSMeA12	1	1	1	1	0	I-P-M-R		
53OSMeA13	1	2	2	1	1	P-I-M+P-M-R+C		
54OSMeA14	1	1	1	1	0	I-P+M-R		
55OSMeA15	0	1	1	1	0	P-M-R		
56OSMeA16	0	5	5	0	0	P-P+M+P+M+P+M-P+M-M		
57OSMeA17	0	1	1	1	0	P-M-R		
58OSMeA18	0	1	1	1	0	P-M-R		
59OSMeA19	0	1	1	1	1	P-M-R-C		
60OSMeA20	0	2	3	2	1	P-M-R+M+P+M+R+C		
61OSMaA1	0	1	1	1	0	P-M-R		
62OSMaA2	1	1	1	0	0	I-P-M		
63OSMaA3	0	1	1	0	1	P-M-C		
64OSMaA4	0	1	1	1	0	P-M- R		

65OSMaA5	1	1	0	1	1	I-P-R-C		
66OSMaA6	0	1	1	0	1	P-M-C		
67OSMaA7	0	1	1	0	0	P-M		
68OSMaA8	0	1	1	1	0	P-M-R		
69OSMaA9	2	0	1	0	0	I-M		
70OSMaA10	0	1	1	1	0	P-M-R		
71OSMaA11	0	1	1	1	1	P-M-R+C		
72OSMaA12	0	1	1	1	0	P-M-R		
73OSMaA13	0	0	1	0	1	M-C		
74OSMaA14	0	1	1	0	0	P-M		
75OSMaA15	1	1	2	1	1	I-M-P-M-R-C		
76OSMaA16	1	2	1	1	1	P-I-P-M-R-C		
77OSMaA17	0	1	1	0	0	P-M		
78OSMaA18	0	1	1	0	1	P-M-C		
79OSMaA19	0	1	1	1	0	P-M-R		
80OSMaA20	0	1	1	1	1	P-M-R-C		
81ISM$_e$A1	1	1	1	1	1	I-P-M-R-C		
82ISM$_e$A2	1	1	1	1	1	I-P-M-R-C		
83ISM$_e$A3	1	1	1	1	1	I-P-M-R-C		
84ISM$_e$A4	1	1	1	1	1	I-P-M-R-C		
85ISM$_e$A5	1	1	1	1	1	I-P-M-R-C		
86ISM$_e$A6	1	1	1	1	1	I-P-M-R-C		
87ISM$_e$A7	1	1	1	1	1	I-P-M-R-C		
88ISM$_e$A8	1	1	1	1	1	I-P-M-R-C		
89ISM$_e$A9	1	1	1	1	1	I-P-M-R-C		
90ISM$_e$A10	1	1	1	1	1	I-P-M-R-C		
91ISM$_e$A11	1	1	1	1	1	I-P-M-R-C		
92ISM$_e$A12	1	1	1	1	1	I-P-M-R-C		
93ISM$_e$A13	1	1	1	1	1	I-P-M-R-C		
94ISM$_e$A14	1	1	1	1	1	I-P-M-R-C		
95ISM$_e$A15	1	1	1	1	1	I-P-M-R-C		
96ISM$_e$A16	1	1	1	1	1	I-P-M-R-C		

97ISM$_e$A17	1	1	1	1	1	I-P-M-R-C		
98ISM$_e$A18	1	1	1	1	1	I-P-M-R-C		
99ISM$_e$A19	1	1	1	1	1	I-P-M-R-C		
100ISM$_e$A20	1	1	1	1	1	I-P-M-R-C		
101ISM$_a$A1	1	2	1	2	2	I-P+M-P-R-C-R-C		
102ISM$_a$A2	1	1	1	1	1	P-I-M-R-C		
103ISM$_a$A3	1	1	1	0	1	P-I-M-C		
104ISM$_a$A4	1	1	1	2	1	I-P-M+R-R+C		
105ISM$_a$A5	0	1	1	1	1	P-M-R-C		
106ISM$_a$A6	0	1	1	1	1	P-M-R-C		
107ISM$_a$A7	1	1	1	1	1	P-I-M-R-C		
108ISM$_a$A8	1	1	1	1	1	I-P-M-R-C		
109ISM$_a$A9	0	2	3	1	1	M+P+M-P+M-R-C		
110ISM$_a$A10	1	1	1	0	0	I-P-M		
111ISM$_a$A11	0	1	2	1	0	P+M-M-R		
112ISM$_a$A12	1	1	1	1	1	I-M+P-R-C		
113ISM$_a$A13	1	2	2	2	1	I-P-M+P-M+R-R+C		
114ISM$_a$A14	1	2	3	1	0	I-P-M-M+P-M-R		
115ISM$_a$A15	0	2	2	2	1	P-M+R-C-M+R-P+C		
116ISM$_a$A16	0	1	1	2	1	P-M+R-R-C		
117ISM$_a$A17	1	1	1	1	0	I-P-M-R		
118ISM$_a$A18	0	1	1	1	1	P-M-R-C		
119ISM$_a$A19	3	2	1	1	1	I-I+P+M-I+P-R-C		
120ISM$_a$A20	1	1	1	2	1	P-R-I-M+R-C		
Total	64	133	140	111	87			
Percentage	53 %	111 %	117 %	92.5 %	72.5 %		38	

Note: ESMeA= Expanding (circle) Sports Medicine Abstract ESMaA= Expanding (circle) Sports Management Abstract OSMeA= Outer (circle) Sports Medicine Abstract OSMaA= Outer (circle) Sports Management Abstract ISMeA= Inner (circle) Sports Medicine Abstract ISMaA= Inner (circle) Sports Medicine Abstract