

RESUMÉS IN ENGLISH FROM THE PERSPECTIVE OF MULTIMODAL DISCOURSE ANALYSIS

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Abstract - Resumés play a crucial role in individuals' careers; hence how to create an eye-catching resumé is always a big concern. This article aims to discover discourse features of resumés in English from the perspective of Multimodal Discourse Analysis (MDA). It focuses on describing layout features, lexical choices, grammar features and the image-language relations in 50 English resumés based on the qualitative method. There are combinations of linguistic and visual elements in these resumés. The findings show five general layout sections in English resumés and four main patterns. This study indicates verbs, adjectives and compounds used in expressing ideas and rely on the transitivity system of Systemic Functional Grammar to analyze grammatical features. Additionally, three types of image-language relations are identified: Clarification, Exposition, Augmentation. It is expected that the results of this study can be useful for writing resumés in English as well as for teaching and learning English language.

Key words - English resumés; layout; lexical choices; grammatical features; image-language relation

1. Rationale

Writing an individual resumé in English is crucial for applying for a job in the globalization era. A resumé serves as a link between candidates and businesses, where each person can provide personal information, education, skills, strengths and experience, etc. Moreover, an excellent resumé sparks interest in recruiters or human resource managers and increases the likelihood of being invited for an interview. Language and visual features that act as attention-grabbing factors that attract human resources managers are essential for a captivating resumé. Furthermore, while language elements enable candidates to convey information clearly and persuasively, visual elements enchant readers with a vivid presentation of focused points as well as highlight noticeable points in one's resumé. As Moore and Dwyer [1] say, the effectiveness of the combination of visual and language factors is greater than that of words alone. Unsworth [2, p. 1165] also states that "today both language and images are integral to the texts we use. As well as making meanings separately, language and images combine to make meanings in new ways in contemporary texts".

Moreover, due to the digital transformation pace has accelerated, especially during the Covid-19 pandemic, many companies have become familiar with modern and creative resumés engraved with technology applications, therefore, the standards for resumés have become higher and higher. Traditional resumés that suggest boredom and non-creativity are no longer appropriate. However, many people struggle to write a resumé in English, regardless of the help from advanced design applications. This can be attributed to the

lack of knowledge in arranging information, using proper lexical items or grammar structures to express content as well as making good use of visual elements. From these bases, this study seeks to answer four research questions: (1) What are the layout features in English resumés? (2) What are lexical choices employed in English resumés? (3) What are grammatical features employed in English resumés? (4) How are language and images related in English resumés?

2. Theoretical Background

2.1. Discourse and Discourse analysis

A new area of language research called Discourse Analysis (DA) provides useful knowledge about the use of language in real-life situations. Cook [3, p. 6] claims that "Language in use for communication is called discourse"; he adds that although "the main focus of discourse analysis is on language, it is not concerned with language alone". According to Brown and Yule [4, p. iii] "the term 'discourse analysis has come to be used with a wide range of meanings which cover a wide range of activities." By examining the language choices in a specific situational context and their communicative functions, DA can help to understand the reasons behind the varying effectiveness of different texts, which is something that the structural approach cannot explain.

In this study, discourse is considered as language in use for communicative purposes and discourse analysis is aimed at identifying the features of English resumes as written texts in terms of layout features, lexical choices, and grammatical structures.

2.2. Systemic Functional Grammar

Halliday views language is a resource for making meanings and therefore grammar is a resource for expressing meaning through word choices rather than prescribing rules for certain grammatical forms. Halliday & Matthiessen [5, p. 168] state that "the clause as any other grammatical unit is a multifunctional construct". Three metafunctional lines of meaning comprise the ideational function, the interpersonal function and the textual function. Since resumés provide information about their owners in terms of educational background, skills, and experience, this study examines how the ideational metafunction uses the transitivity system to analyze the processes and functions of each entity in different clauses and texts.

Halliday & Matthiessen [5, p. 168] assert that "The transitivity system construes the world of experience into a manageable set of PROCESS TYPES". These processes

include six types namely Material, Mental, Relational, Verbal, Behavioral, and Existential. The process verb and the participants are considered as two essential components of each process, while the circumstances are an optional component.

2.3. Multimodal Discourse Analysis

Multimodal discourse analysis (MDA) is a new field of discourse that emerged recently. It refers to various methods of analyzing how meaning and social interaction are multimodally created by and through different communication modes such as text, layout, color, and images, sound, gesture, etc. These elements convey and create meaning. This field examines not only the communication of single modes, but also the interaction of multiple modes to produce semiotic meaning. According to Kress [6], the integration of three modes like writing, images and color in one sign has significant advantages. In the book "Reading images: The grammar of visual design", Kress and van Leeuwen [7] aim to reexamine the issue of the visual. They give more importance to forms of communication that use visual images than others have done before. In a multimodal text that mixes images and writing, the writing and the images may have different sets of meanings.

There are a number of studies describing modes such as Martinec [8] which is a research work on movement and gesture, van Leeuwen [9] which works on music, Norris [10] works on Multimodal interactional analysis. However, this research uses the theory of MDA of Kress and van Leeuwen [7] that explores how images and visual designs create meaning to examine the visual features of resumés.

In this articles, English résumés are investigated from the perspective of Multimodal Discourse Analysis, i.e., they are examined in terms of layout patterns, language features and the use of visuals in relation to language.

2.4. Image and language co-relations

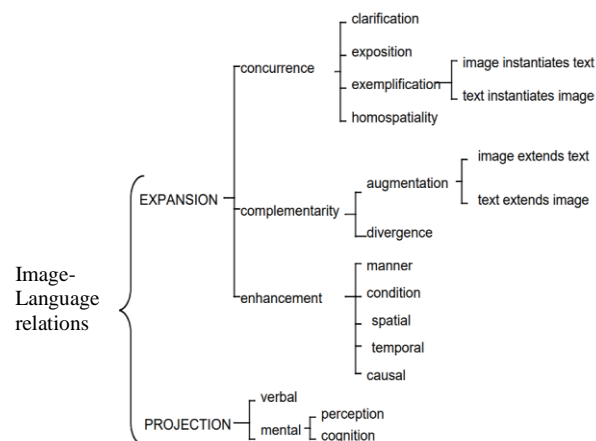


Figure 1. Framework of image-language relations in the construction of experiential meaning [2]

This study adopts the framework of text-image relation proposed by Unsworth [2] which provides a theoretical account of how images and texts interact. The theoretical description of Unsworth examines the combination of language and image as social semiotic systems to offer a detailed theoretical account of the dynamics of the combination of language and image in

conveying meaning. Figure 1 below shows the framework of Unsworth about image-language relations in the production of experiential meaning.

Expansion and Projection are two main types of images and language relations that have different subtypes. Expansion can be divided into Concurrence, Complementarity and Enhancement, while Projection can be divided into Verbal and Mental. The Expansion type deals with the relations between events that are represented in the non-verbal experience. The Projection type deals with events that have already been represented.

2.5. English Resumés

Different ways of defining resumé exist, according to Harvard University [11] "A resumé is a concise, informative summary of your abilities, education, and experience. It should highlight your strongest assets and skills, and differentiate you from other candidates seeking similar positions". In Cambridge Dictionary [12], resumé is defined as "a short written description of your education, qualifications, previous jobs, and sometimes also your personal interests, that you send to an employer when you are trying to get a job".

This research defines an English resumé as a brief (one to two A4 pages) description in English of a candidate's skills, education, and relevant experience, along with some other personal information, which is used to give essential information to recruiters.

2.6. Research Methodology

The research questions were answered by using the qualitative method supported by quantitative data in this study: 1. What are the layout features in English resumés? 2. What are lexical choices employed in English resumés? 3. What are grammatical features used in English resumés? 4. How are language and images related in English resumés?

The researcher used the descriptive method to analyse the discourse features in the resumés collected. This method allowed them to provide a thorough explanation of the meaning and functions of each component and the connection between texts and images. Moreover, the researcher used the inductive method to draw general conclusions about the layout patterns, the transitivity systems processes and the questions for future research, based on the qualification analysis outcomes.

The study uses 50 English resumés as samples. They have to meet the criteria: the samples have to be in English; they are from reputable sources such as resumé books of universities in the world (20 resumés), company's human resources managers (8 resumés) and university graduates who got jobs with these resumés in reality (22 resumés); these resumés have both language and visual components.

3. Findings and Discussion

3.1. Layout features in English resumés

3.1.1. Layout sections in English resumés

The layout of an English resumé is crucial for organizing information well: it affects how readers perceive the sections in a positive or negative way. This

study identifies five common sections that resumés often have: Header, Objective or Summary, Skills, Experience, Education. These sections are in all the resumés collected.

The Header section is at the top of a resumé and contains the candidate’s personal information such as full name, contact number, current address, e-mail and a photo of the candidate.

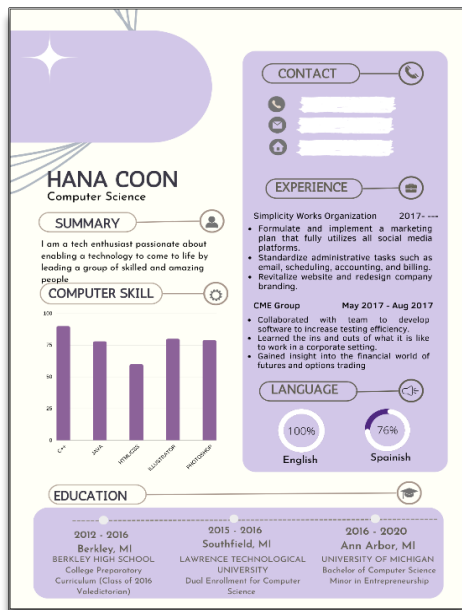


Figure 2. An English resumé from the collected data

The section of “Objective or Summary ” is a brief paragraph of working experience and educational status. Information is clearly and concisely given in full sentences. Although Objective or Summary is included in most resumés, the exceptions are still there.

Candidates have to express numerous relevant experiences in their field. Information is listed in a reverse chronological order by some bullet points.

The section of Skills is an integral part of any resumés showing abilities and skills of the job seekers. Information can be in the form of language or in visual elements with a view to providing details vividly and attractively.

The section of Education includes majors and minors, certifications as well as accomplishments and rewards (optional) obtained by the candidates.

3.1.2. Layout patterns in English resumés

Based on these five typical sections mentioned above namely Header (H), Objective or Summary (O or Sm), Skills (S), Experience (E), Education (Ed), this study discovers four layout patterns used in the collected data.

Pattern 1 occurs with the highest frequency in English resumés, followed by Pattern 2 with 13 samples. The other two main patterns used in English resumés are Pattern 3 and Pattern 4 with 11 and 5 occurrences respectively. A noticeable point is that, in the four main patterns above, Header and Objective or Summary are put at the top of English resumés.

In Pattern 1, candidates arrange their information in the order of Header, Objective, Skills, Education and Experience. This happens when the candidates expect the

readers to be attracted by their skills than other sections.

In Pattern 2, candidates present Education above Experience and Skills. With this arrangement, the candidates give priority to the presentation of their educational background.

In Pattern 3, the candidates present their working experience above their educational background in order to bewitch the readers with impressive experience prior to their education.

In Pattern 4, candidates tend to present their education and skills in several lines in order to give space to the section of Experience. In this pattern, the candidates would like to highlight their experience.

Table 1. Main layout patterns in the collected data

Patterns	Occurrences	Percentage
Pattern 1: H + (O/ Sm) + S+ Ed + E	21	42%
Pattern 2: H + (O/ Sm) + Ed+ E + S	13	26%
Pattern 3: H + (O/ Sm) + S + E +Ed	11	22%
Pattern 4: H + (O/ Sm) +Ed +S +E	5	10%

3.2. Lexical choices employed in English resumés

3.2.1. Verbs

According to Quirk et al [13, p.96], verbs “can be divided into three major categories, according to their function within the verb phrase”. They distinguish “the open class of FULL VERBS (or lexical verbs) such as LEAVE, the closed classes of PRIMARY VERBS (BE, HAVE, and DO) and of MODAL AUXILIARY VERBS (will, might)”. However, this study only focuses on Full verbs (Lexical verbs) to indicate their meaning in expressing information. To express what the candidates have done, lexical verbs in 50 English resumés appear in base form and past form mainly. In addition, the verbs in data of this research are categorized under the guidance of the table of verbs in resumés of Harvard University [11] into several groups as shown in Table 2.

Table 2. Distribution of Lexical verbs in the collected data

Groups	Occurrences	Percentage	Examples
Leadership	44	14.1%	Evaluated, led
Communication	27	8.7%	Answered
Technical	68	21.9%	Built, designed
Teaching	24	7.7%	Advised, taught,
Quantitative	17	5.5%	Minimized
Creative	29	9.3%	Create
Helping	64	20.6%	Provide, support
Organizational	38	12.2%	Operate, organize

Table 2 shows that the verbs in groups “Technical” and “Helping” occur with the highest frequency, which may indicate that the candidates would like to demonstrate their technical and helping capacity. In contrast, the verbs which that belong to the group “Quantitative” rarely appear in the collected English resumés.

The verbs used in resumé vary depending on the experience, skills and professional fields of their owners.

3.2.2. Adjectives

The adjectives are also an important language feature in English resúms. Quirk et al [13, p. 402] states four criteria for adjectives: Attribute function as they can premodify a noun, appearing between the determiner (including zero article) and the head of a noun phrase; Predicative function as they can function as subject complement; premodified by the intensifier “very”; comparison function. The findings from the study are shown in Table 3.

Table 3. Distribution of adjectives in the collected data

Criteria for adjectives	Occurrence	Percentage	Examples
Attribute function	214	96%	<i>good skills, native speaker</i>
Predicative function	3	1.3%	<i>I am reliable, hard-working.</i>
Premodified by “very”	1	0.5%	<i>very patient</i>
Comparison function	5	2.2%	<i>more efficient, best suited</i>

It can be clearly seen that the adjectives with the attribute function make up the highest frequency with 96%, followed by adjectives of the comparison function with 2.2%. The adjectives with predicative function and premodified by “very” occupy the lowest occurring frequency. Adjectives with the Attribute function are used to describe characteristics or strengths of the candidates, e.g., “efficient quick learning, strong verbal and written communication, strong analytical and problem-solving skills” to provide recruiters with details about their ability or skills in communication skills or in working.

3.2.3. Compounds

Another language feature commonly found in the collected resúms is the Compounds. According to Quirk et al [15], Compounds are the combination of words having their own lexical meaning to create a new unit which functions as a single word. The use of Compounds makes resúms more interesting and attractive. According to Quirk et al [13, p. 1567-1578], there are two major categories namely Noun Compounds and Adjective Compounds. In 50 collected samples both these types of Compounds are used. The detailed Compound formations, it’s frequency and several examples are shown in Table 4.

Table 4. Distribution of Compounds in the collected data

Compounds	Formation	Occurrence	Examples
Noun Compounds	Noun + Noun	7	End-user
	Adjective + Noun	26	High-quality
Adjective Compounds	Noun + Adjective	24	cost-effective
	Noun + Preposition + Noun	19	day-to-day, one-on-one
	Preposition + Noun	17	in-depth
	Noun + Past Participle	9	goal-oriented

The Compound Adjectives occupy the higher occurring frequency with a total of 69 Adjective Compounds in comparison with 33 Compound Nouns. Some other

Compounds can be found in the collected samples such as *fact-checked, goal-oriented, open-source, high-quality, team-oriented, student-lead, hard-working, project-based, standard-based, self-starter, PhD-trained, E-commerce*. The Compound is an effective way to express ideas instead of using verbiages which help people save space from one to two A4 pages of resumé. For example, candidates may write “high-quality products” instead of “the products which have high quality”. Moreover, using the Compounds in writing resumé also demonstrates the English ability of the writers.

3.3. Grammatical features in English resúms

In the 50 collected English resúms, clauses were found in three sections namely Objective/Summary, Experience and Education; there are 342 clauses in total and they demonstrate 4 processes as shown in Figure 3 below.

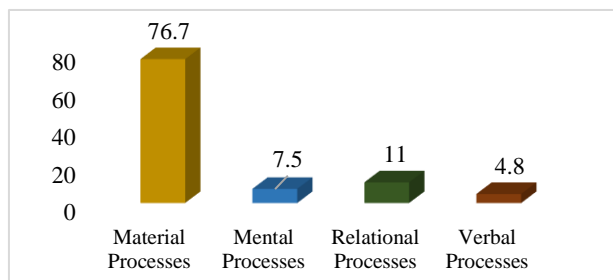


Figure 3. Different kinds of processes found in collected data measured by percentage (%)

a. Material processes

It can be seen clearly that Material processes account for the highest percentage with 76.7%. The wide range of verbs such as *carried out, established, operate, organized, strategize, reviewed, coordinated, worked*, etc. express what the candidates worked in many different jobs as well as accumulated experience attracting the recruiters and writers have a strong tendency to motivate the employers to focus on these verbs. Here is an example.

My previous job	gave	me	the opportunity to...
Actor	Process: material	Recipient	Goal

The Actors which can be singular or plural range from human as “I” to abstract actors as “the opportunity”. Other participants in material processes include Recipients, Goals and Ranges. Goals in collected samples can be human, organizations, or even an abstract entity such as support, requests, etc. Recipients are those who benefit from the performance of the process while Ranges (or Scope) which are restatement or continuation, the domain or extent of the process itself.

b. Mental processes

The writer in this process is in a doing sense, as *sensing-having feelings, perceiving or thinking*.

Nothing	attracts	<u>me</u> more than graphic design
Senser	Process: mental	Phenomenon

I	love	<u>everything</u> that has to do with Graphic design
Senser	Process: mental	Phenomenon

In these examples, the Senser can be human as “I” or an abstract thing as “nothing” The same happens in

Phenomenon which can be “me”, “everything”. Using these processes helps the Sensors to express their thoughts, feeling and desideration through mental verbs such as “love”, “hate”, and “feel” effectively.

c. Relational processes

There are three subtypes of relational processes including intensive, possessive and circumstantial which all appear in the collected data.

I	was	a science student
Token	Process: intensive	Value

Determine if any <u>guest</u>	have	physical restrictions that should be considered.”
Carrier	Process: possessive	Attribute

This	has led to	a 15% increase in line productivity and the total elimination of product
Token	Process: circumstantial	Value

d. Verbal processes

The verbal processes in this study include four participants: Sayer, Receiver, and Verbiage in which the Sayer is the candidate who performs the verbal processes. The Receiver is the one who receives the saying. The Verbiage is the saying itself. Moreover, another participant may join in verbal processes called Target which explains the entity that is the target of the saying.

I	answer	any questions that the guests have.
Sayer	Process: verbal	Verbiage

To sum up, out of the six kinds of experiential processes, only four are present in the collected samples. The most frequent ones are material processes, followed by mental processes, relational processes and verbal processes. The collected samples do not contain any existential processes or behavioral processes.

3.4. The connection between images and language in English résumés

This study uses Unsworth’s (2006a) initial framework to examine the relation between language and images in data. It looks at both Expansion and Projection and their subtypes- Concurrence, Complementarity, Enhancement, Verbal and Mental. Nevertheless, in 50 collected samples, there are three types of image-language relations including two subcategories of Concurrence namely Clarification which happens when the image helps to illustrate or interpret the text, Exposition occurs as the concurrence or equivalence of the meanings is represented in the different modes and a subcategory of Complementarity which is Augmentation - each of the modes provides meanings additional to and consistent with those provided in the other mode.

3.4.1. Concurrence

Concurrence means that the text and images express the equivalent ideas or that the different modes express the same meanings. It is described in terms of four subcategories encompassing Clarification, Exposition, Exemplification and Homospaciality in which Exemplification and Homospaciality do not appear in 50 collected résumés.

a. Clarification

Clarification is as the image is used to make the text clear or interpret it.

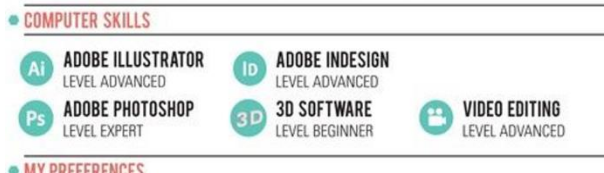


Figure 4. An example of symbols and images used in a resumé with Clarification relation

In Figure 4 the linguistic elements such as “ADOBE ILLUSTRATOR”, “3D SOFTWARE”, “VIDEO EDITING”, etc. explain the symbols besides. The abbreviation in the circle is the symbol for the software that the writer is fluent in, as can be seen in the example of the symbol of “Ai” which stands for the software Adobe Illustrator. The language explanation is helpful for people who are not familiar with computer skills, as they may not recognize the meaning of the symbol. In this case, the language explanation helps people to understand it.

b. Exposition

Exposition refers to the expression of the meanings of the image or the text in the alternative mode.



Figure 5. An example of images used in English résumés with Exposition

Figure 5 illustrates a black speaker and two yellow speech bubbles labeled “English” and “Hindi”. Even though there is no language description, the readers can infer from the image that the speaker knows both languages, even without a written explanation. Therefore, here, the meaning of the expression “I can speak English and Hindi ” is conveyed into another alternative mode, the image.

Overall, Concurrence relation in this study is shown by the expression of Clarification and Exposition relation which are common in the English résumés that were collected. However, the other relations of Exemplification and Homospaciality are absent in the collected samples.

3.4.2. Complementarity

Complementarity refers to the case of multimodal texts where what is represented in images and what is represented in language may be different but complementary. There are two types of Complementary namely Augmentation and Divergence, however, in this study, only augmentation relation is found.

Augmentation means that the modes give extra and compatible meanings to what the other mode gives.

Figure 6 shows two circles, in which the dark gray accounts for higher percentage and in the middle of each circle there are two lines of words in the center “English/

Advanced level” and “Korean/ Advanced level”. The readers can infer from this that the candidate is proficient in English and Korean. This is an augmentation: the text helps to extend the image as there is no extension of language, the readers may not understand what the meaning of two circles are and which color represents for the competency of the candidate.

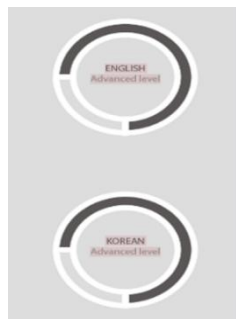


Figure 6. An example for texts helping to extend images

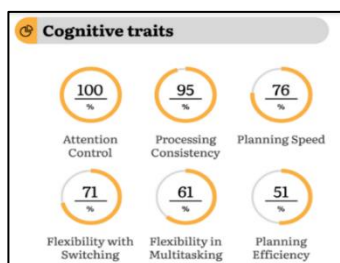


Figure 7. An example for images helping to extend texts

In Figure 7, whereas language elements help to list cognitive traits of the writer, the yellow circles express their levels which are measured by the percentages. Looking at this figure, recruiters can easily capture the information that the candidate is good at Attention Control with 100%. This is a case where the text is augmented by the image.

In general, the image-text relations that appear most often are Clarification, Exposition and a type of Complementary called Augmentation. These visual elements help to provide information effectively and avoid the verbiages and repetition.

4. Conclusion

The findings of the study answer the research questions that are mentioned in the first part of the study. The analysis of 50 samples points out typical sections that should be included in a résumé, namely Header, Objective or Summary, Skills, Experience, Education. There are four main patterns found in this study in which Pattern 1: H + (O/ Sm) + S + Ed + E appears with the highest frequency in English resúmes. The five typical sections and four main layout patterns pointed out in the study help candidates to provide information properly and explicitly. With respect of lexical choices, verbs, adjectives and compounds are employed in English resúmes to highlight the candidates' strengths in education, skills and work experience. Regarding grammatical features based on the Transitivity system, only 4 types of process appear in the data with the Material process being the most common at 76.7%, which proves to be suitable for demonstrating various aspects of

the candidates' strengths. In terms of the relations proposed by Unsworth [2], several relations are found including Concurrence (with two subtypes namely Clarification and Exposition) and Complementarity (with only one subtype – Augmentation).

The analysis of these relations shows how images and language are linked and how useful these links are. Using both images and language in English resúmes makes the information clearer and more appealing to recruiters. The findings of this study show that there is an increasing tendency to combine images and language in English resúmes to show modernity and efficiency in the digital age.

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