

Subconscious Use of Rhetorical Tropes in Expressing Unvoiced Thoughts to Parents/Guardians among Grade 11 Students of Bestlink College of the Philippines

Alexander James B. Traqueña*

English Language Education, Bulacan State University Philippines

DOI: <https://doi.org/10.47772/IJRISS.2025.91100623>

Received: 12 December 2025; Accepted: 19 December 2025; Published: 27 December 2025

ABSTRACT

This study focused on how Grade 11 ACADS-A students of Bestlink College of the Philippines Sapang Palay, San Jose Del Monte, Bulacan (A.Y. 2025–2026) subconsciously use rhetorical tropes to express unvoiced thoughts and emotions toward their parents or guardians. Adolescents (12-18 years of age) often experience complex feelings such as disappointment, stress, alienation, and suppressed emotions that cannot be fully conveyed by literal language due to limited language resources and emotional literacy. Guided by the latter that figurative languages were utilized to cope with this gap, the study aimed to identify the types of rhetorical tropes students mostly use, the emotions behind them, and how these indirect expressions may contribute to communication breakdown.

A qualitative descriptive design was employed. One whole section with Seventeen (17) students participated in an essay-writing task, expressing anything they could not directly communicate to their parents. Thematic analysis, proposed by Braun and Clarke's six-phase framework, was applied to examine the presence of four major rhetorical tropes: metaphor, metonymy, synecdoche, and irony.

Findings revealed that metaphor was the most dominant trope, allowing students to translate intangible emotions into tangible forms. Synecdoche followed, representing broader family dynamics through specific relationships, while metonymy highlighted recurring emotional triggers. Irony was least used, likely due to the risk of openly contradicting parental expectations and expression requiring directness than logical matters. Most expressions reflected negative emotions, with fewer statements of hope or happiness.

The study concludes that rhetorical tropes act as coping mechanisms that enable students to communicate feelings that literal language cannot capture. Practical Implications suggest that educators, parents, and counselors can use these insights to enhance emotional literacy, improve communication, and better interpret adolescents' indirect expressions.

Keywords: Rhetorical tropes, metaphor, metonymy, synecdoche, irony, adolescent, parent-child communication, qualitative research, thematic analysis, coping mechanism.

INTRODUCTION

Language is a powerful tool that gives people the opportunity to express multiple information or emotion; according to Wilhelm von Humboldt (1767-1835) on his essay titled "On Language" it was implied that every language has a limited set of words to utilize, however, the good thing is that, users were able to convey countless meaning out of it. For new ideas often grow gradually from what already exists in human minds,

Meaning from these sets of words were formed because of someone's emotion that is translated into words. In the viewpoint of the students, Tiller, (2012) stated that Comorbid depression and anxiety are common, with up to 25% of general practice patients affected, yet many patients do not receive appropriate treatment. This means that students often feel random emotions toward everything, especially toward their parents/guardians that they cannot express fully, such as; gratefulness, happiness, stress, sadness, fear, or frustration. Hartup and Laursen

(1991, as cited in Russell, 2002) stated that the parent–child relationship is one of the closest relationships individuals can experience in a lifetime. In addition to this, Hinde’s analysis of relationships revolves around a series of interactions, and these interactions with embedded personal beliefs, and values directly impact the parent-child relationship. This simply argues how important communication was between a parent/guardian and a child; this was actually an additional dilemma, personal values and beliefs also leads to communication breakdown.

The first paragraph explicitly stated that people can use language in an infinite manner, but Chandler, (2017) argued that, in semiotics, literal terms (denotations) could have a deeper meaning, and sometimes, even ironic; communicators only use set of limited words to represent what they want to convey, these words cannot fully capture the intensity, and complexity of their specific emotion. Associations cannot fully express what they really feel or mean, the sender of the message cannot make the receiver feel how it really feels, they can just tell the other party how it feels like, because language lacks literal terminologies for every specific emotion, and that is where rhetorical tropes enter the picture.

In addition to this, Chandler, (2017) also argued that Rhetorical tropes are figures of speech that deliberately alter the usual meanings of words to convey ideas indirectly, influencing how reality could be perceived and understood And according to Thesaurus.com, (2023), there are almost forty-one (41) Rhetorical devices that communicators utilize without realizing them, such as metaphors, irony, metonym, synecdoche and others, in addition to this, Giambattista Vico (1668–1744) is often recognized as the first thinker to point out that metaphor, metonymy, synecdoche, and irony make up the four main rhetorical tropes. This research aims to identify rhetorical tropes that students use subconsciously to convey meaning, understand emotions behind these expressions, how might parents or guardians interpret their thoughts, and explain how communication breakdown might occur, only then that the researcher could suggest ways on improving one’s expression, and interpretation.

With all information stated above, this research employed an essay-writing activity as its primary step. Students were instructed to write an essay about anything they wished they could tell their parents, emotions that they could not express directly, whether related to personal matters such as regrets, disappointments, unspoken appreciation, or unresolved emotions or toward academic and household responsibilities they felt they did not fulfill. The activity allowed students to express themselves freely without any instruction to use rhetorical tropes. Through analyzing these naturally written essays, the researcher aimed to determine whether students subconsciously use rhetorical tropes, such as metaphors, irony, metonymy, or synecdoche, when conveying complex thoughts and emotions to their parents or guardians.

This study would benefit the future researchers, for this study bridges an enormously different point of view on how to nearly wipe out communication breakdown; this would also help the society, all institutions practicing communication, and especially relationship of a child to their parents/guardians, with the same reason, that both parties in communication recognize connotation and denotation, that sometimes become the root of misunderstanding, and also realize the differences in the midst of the similarity in terms of locale, and tasks.

Research Questions

This study aimed to explore how Grade 11 ACADS A students at Bestlink College subconsciously use rhetorical tropes to express unvoiced thoughts and emotions toward their parents or guardians. Thus, it sought to answer the following questions:

1. What rhetorical tropes (metaphor, synecdoche, metonymy, irony) do Grade 11 students subconsciously use when expressing unvoiced thoughts and emotions to their parents or guardians?
2. Which rhetorical trope is most frequently used by students, and how does it reflect their emotional expression?
3. How do students employ synecdoche and metonymy to represent family dynamics or recurring emotional triggers?

4. What types of emotions (e.g., disappointment, stress, hope) are most commonly expressed using rhetorical tropes?
5. How do limitations in linguistic resources influence students' use of rhetorical tropes as coping mechanisms for expressing unvoiced thoughts?

REVIEW OF RELATED LITERATURE

According to the finding of Pelenytė and Grigaliūnienė, (2021) A total of 500 rhetorical tropes and figures were identified across four different presidential speeches. Comparative analysis shows that 234, slightly less than half, were preserved during simultaneous interpretation into Lithuanian. Interpreters were able to maintain both the content and rhetorical form of these expressions in many cases. But, the majority of tropes were sometimes omitted or altered, and this highlights the challenges of interpreting figurative language while focusing on the importance of retaining rhetorical impact to convey the speaker's intended meaning effectively.

As Fahnestock (2011) mentioned in her abstract, rhetorical tropes have four master figures, namely; synecdoche, metonymy, metaphor, and irony; and related lesser-known devices. Tropes involve word substitutions that convey diverse meanings to support arguments. Examples include antonomasia, simile, hyperbole, litotes, paradox, and parephras. The chapter emphasizes their persuasive effects through illustrative passages, revealing principles of word formation, reference, and rhetorical meaning.

Based on the study of Yang, (2019) rhetorical devices help make speeches clearer, livelier, and more persuasive, students are aware and unaware on the use of simple techniques like simile, metaphor, and parallelism, they still need to explore others rhetorical tropes such as repetition, personification, and irony to strengthen their writing. Teachers then can support this by exposing students to powerful speeches, guiding them in analyzing and imitating effective techniques, and encouraging them to practice these strategies in their own work. When used well, rhetorical devices allow speakers to express ideas vividly, connect with their audience, and deliver messages that are truly memorable.

Altalib, AbuSulayman, and Altalib (2024) discussed that teenagers often follow emotions over reason, experiencing self-consciousness, mood swings, and anxiety about appearance, education, and the future. Their intellect develops around ages 13–14, allowing them to learn complex skills, social responsibilities, and hobbies. Guided education and experiences help them manage emotions and develop life and social skills. What makes this connected in this topic is that teenagers were more likely to be sensitive toward expression, which is needed in this said study.

According to the study of Small, Taft, and Brown, (2011) the result shows that support programs for mothers usually focus on parenting skills and are led by professionals, even though mothers value simple emotional support like being listened to and not judged. Research also highlights challenges in using non-professional supporters. Mothers report feeling less alone and more understood when emotional needs are acknowledged. Parents often share their concerns or emotions with other adults rather than being direct with their own children. As a result, children may develop unspoken thoughts and feelings toward their parents, which they express indirectly.

According to Dozier et al. (2017), research shows that early mental health risks come from both biology and environment, but caring, responsive parenting can protect children—even those with genetic vulnerabilities. Supportive caregiver-child therapies strengthen attachment, reduce early problems, and may even positively shape parents' brain functioning.

METHODOLOGY

Research Design

This study utilized a qualitative research design to explore how senior high school students (specifically grade 11) subconsciously apply rhetorical tropes when expressing unspoken personal thoughts toward their parents or

guardians. Seventeen (17) grade 11 ACADS A students from Bestlink College of the Philippines in Sapang Palay, San Jose Del Monte, Bulacan participated in the study, they were chosen for as Kendra C. (2025) stated, in Erik Erikson's stages of development, teenagers around 12-18 years old are experiencing identity vs role confusion, and this study used random sampling method to generalize the whole population from the participants. A descriptive approach was employed to examine their written expressions, uncover subjective thoughts, and identify emotional and to identify linguistic patterns. Thematic Analysis (TA), guided by Braun and Clarke's six-phase framework, was used to analyze recurring rhetorical master tropes such as; metaphor, metonymy, synecdoche, irony. And others, to be able to understand how these devices reflect the mismatch between thoughts, emotions, and limited linguistic resources. This approach allowed the researcher to identify deeper communication dilemmas and describe how students' writing reveals their internal experiences.

Data Collection and Analysis

Data collected through an essay-writing task was administered face-to-face, using a standardized prompt that encouraged students to express messages freely toward their parents or guardians. The prompt served as the main instrument and ensured validity by aligning directly with the study's objective; which is to uncover if rhetorical tropes were applied due to limited linguistic resources, while reliability was maintained through consistent administration, and providing all participants with the same instruction. All responses were encoded and anonymized before analysis. Using thematic analysis, the researcher familiarized himself with the data gathered, generated initial codes, grouped codes into themes, refined theme categories, and developed interpretations supported by the participants' raw written outputs. This systematic process revealed patterns in students' subconscious use of rhetorical tropes and provided insights into their expressive challenges, identity formation, and ethical considerations in writing.

RESULTS

In analyzing data, the researcher used Thematic analysis (TA) to properly spot similar codes of emotions such as Disappointment/sadness, Emotional burden/stress, Alienation/emotional distance, Suppressed/unexpressed feelings, Anger/frustration, Self-worth/identity struggles; and even positive emotion such as Hope/desire and happiness; this study analyzed which specific emotional expressions were delivered using rhetorical tropes such as metaphor, metonymy, synecdoche and irony even if the application of rhetorical tropes were not mentioned on the instruction. The researcher carefully selected the most fitting example that covers a specific expression and rhetorical tropes as shown on the table below.

Table 1: Original lines from the students

EMOTION	METAPHOR	METONYMY	SYNECDOCHE	IRONY
DISAPPOINTMENT / SADNESS	1. "puro mali ko lang din naman ang nakikita nila kahit anong gawin kong mabuti" 2. "para bang nagiging pabigat nalang ako sakanila" 3. "gusto ko nalang sabihin na pa... your words are hurting me"	1. "palaging desisyon naaman nila ang sinusunod ko" 2. "sinabihan lang akong madrama"	"pag sa mga kapatid ko, hindi sila nawawala" 2. "pamilya ko lalo na netong mga nakaraan" 3. "may nakukuha akong parangal"	1. "panganay ako kaya intindihin ko pero ako, hindi nila iniintindi"
EMOTIONAL BURDEN / STRESS	1. "hindi ako makatulog dahil sa depression at anxiety ko" 2. "sobrang hirap ng	1. "bahay" 2. "panganay na walang	1. "mga magulang ko"	1. "panganay ako kaya intindihin ko pero ako, hindi nila iniintindi"

	walang kakampi” 3. “pinapangunahan ako ng kaba at takot”	magawa”		
ALIENATION / EMOTIONAL DISTANCE	1. “hindi ko alam kung saan nagsimula ang tampo ko sa inyo” 2. “pinsan ko, akala ko sila ang		1. “gusto nya na rin na magtrabaho na ako”	1, “panganay ako kaya intindihin ko pero ako, hindi nila iniintindi”
	magiging kakampi ko” 3. “gusto kong mawala sa mundo”		2. “pag sa mga kapatid ko, hindi sila nawawala” 3. “nakikipag-com municate ako sa lahat... pero never sa magulang ko”	
HOPE / DESIRE / HAPPINESS	1. “kapag sila ay nag-aaway mas masakit sa part ko” 2. “marami akong tampo sa mga magulang ko pero hindi ko masabi” 3. “sobrang lumayo ang loob ko sa inyo”	1. “bakit mas inuna ninyo ang ibang babae kaysa sa aming mga anak nyo?”	1. “friends, boyfriend, cousins... pero never sa magulang ko”	1. “nung mga panahon na kailangan ka naming, wala ka”
SUPPRESSED / UNEXPRESSED FEELINGS	1. “mga bagay na masaya ako pag ginagawa ko” 2. “gusto kong mawala sa mundo” 3. “sa akin na matatapos yong ganoong kaugalian”	1. “ako ang magtatapos ng pangarap ninyo na pulis”	1. “nasa kanila na ang lahat, wala na akong ibang hahanapin” 2. “ibibigay ko sakanya ang lahat” 3. “nasa kanila na ang lahat, wala na akong ibang hahanapin”	
ANGER / FRUSTRATION	1. “pinapili ka ni mama na family mo ba or yung bisyo mo, di mo kami pinili” 2. “tinatapon nyo kami kung kani-kanino” 3. “gusto ko lang naman ay buo at masayang pamilya”	1. “walang katuwang sa buhay”	1. “pag sa mga kapatid ko, hindi sila nawawala”	1. “panganay ako kaya intindihin ko pero ako, hindi nila iniintindi”

SELF-WORTH / IDENTITY STRUGGLES	1. “mahirap pag wala ka” 2. “ang hirap lumaban kapag nakikita mo ang kapatid mong mahina.” 3. “nakaka-down”	1. “kasi sino ba naman ako”	“may mga lolo at lola ka naman na mahal ka”	“panganay ako kaya intindihin ko pero ako, hindi nila iniintindi”
--	---	-----------------------------	---	---

Table 1: Original lines from the students

EMOTION	METAPHOR	METONYMY	SYNECDOCHE	IRONY
DISAPPOINTMENT / SADNESS	1. They only see everything that's wrong with me, no matter how much good I try to do. 2. It feels like I'm just becoming a burden to them. 3. I just want to tell you... Dad, your words are hurting me.	1. I always just follow their decisions. 2. They just told me I was being dramatic.	1. When it's about my siblings, they never disappear. 2. My family, especially lately. 3. I receive awards.	1. I'm the eldest, so I'm expected to understand them, but they never understand me.
EMOTIONAL BURDEN / STRESS	1. I can't sleep because of my depression and anxiety. 2. It's so hard when you have no one on your side. 3. Fear and anxiety are taking over me.	1. Home. 2. An eldest child who can't do anything.	1. My parents.	1. I'm the eldest so I should understand them, but they never understand me.
ALIENATION / EMOTIONAL DISTANCE	1. I don't even know where my resentment toward you started. 2. My cousins I thought they would be the ones on my side. 3. I want to disappear from this world.		1. He already wants me to start working. 2. When it comes to my siblings, they're always there. 3. I communicate with everyone... but never with my parents.	1. I'm the eldest so I should understand them, but they never understand me.
HOPE / DESIRE / HAPPINESS	Things that make me happy when I do them.	1. I will fulfill your dream of becoming a police officer.	1. They already have everything; I couldn't ask for anything else.	

	<p>2. I want to disappear from the world.</p> <p>3. That kind of pattern will end with me.</p>		<p>2. I will give him/her everything.</p> <p>3. They already have everything; I don't need to look for anything else.</p>	
SUPPRESSED / UNEXPRESSED FEELINGS	<p>1. When they argue, it hurts me the most.</p> <p>2. I have so much resentment toward my parents, but I can't say it.</p> <p>3. I've grown so distant from you emotionally.</p>	<p>1. Why did you put another woman first instead of your own children?</p>	<p>1. Friends, boyfriend, cousins... but never my parents.</p>	<p>1. During the time we needed you, you weren't there.</p>
ANGER / FRUSTRATION	<p>1. Mama made you choose between your family and your bad habits, and you didn't choose us.</p> <p>2. You just throw us to whoever will take us.</p> <p>3. All I ever wanted was a complete and happy family.</p>	<p>1. No partner in life.</p>	<p>1. When it's my siblings, they're always around.</p>	<p>1. I'm the eldest so I should understand them, but they never understand me.</p>
SELF-WORTH / IDENTITY STRUGGLES	<p>1. It's hard when you're not here.</p> <p>2. It's hard to keep fighting when you see your sibling struggling.</p> <p>3. It's depressing.</p>	<p>1. Because who am I, really?</p>	<p>1. You have grandparents who love you.</p>	<p>1. I'm the eldest so I should understand them, but they never understand me.</p>

DISCUSSION

As stated in the introduction, linguistic resources were incapable of filling the gap between emotional expression of what was felt and uses words to associate and compare how it was, and how it was like, leading to the use of rhetorical tropes such as metaphor, Metonymy, synecdoche, and irony.

The above table clearly presents that students (representing the people in general) applied a lot of metaphors in their essay even without the researcher's instruction to apply metaphor, either in negative emotions such as; Disappointment/sadness, Emotional burden/stress, Alienation/emotional distance, Suppressed/unexpressed feelings, Anger/frustration, and Self-worth/identity struggles; and on the positive emotion which is Hope/desire and happiness. Metaphor emerged as the most frequently used rhetorical trope because students naturally convert internal emotional experiences into concrete, physical forms. When feelings are too difficult to express directly to parents, metaphors allow students to describe intangible pain as something felt, carried, lifted, and/or even endured.

Metonymy on the other hand has lesser utilization due to student's control of words, most of the students cried during the activity, this only means that most of the emotion does not have an equivalent word to be expressed. It was obvious that the number of metonyms in comparison to metaphor was quite lower in terms of quantity. Even in the side of negative emotions such as; Disappointment/sadness, Emotional burden/stress, Alienation/emotional distance, Suppressed/unexpressed feelings, Anger/frustration, and Self-worth/identity struggles; and on the positive emotion which is Hope/desire and happiness. Metonymy appears third because students often compress complex emotional situations into a single trigger word (like "bahay," "panganay," "pangarap," "desisyon").

Synecdoche though just one of the major branches of metonymy, out-numbered its very root, as it requires simple part to whole, whole to part, hyponym, and hypernym alone; but still lower in number if compared to metaphor regardless of the specific emotion mentioned on the table above. Synecdoche ranked second because students repeatedly use relationships with specific family members to stand for the entire family dynamic.

While irony stood as the inferior in terms of rhetorical tropes application, this is because personal expressions require a direct statement rather than analogy; to be able to grasp the message directly, one must state the intent directly. Irony is least used because students rarely have the confidence to openly expose contradictions in family expectations.

Metaphor emerged to be the dominant trope for it allows students to make hidden pain visible in a safer and indirect way, followed by synecdoche which simplifies complex family relationships into single figures, and metonymy which serves as a shortcut for a recurring emotional triggers, while irony is least used since openly confronting parents through sarcasm or contradiction feels too risky, especially in expressing disappointment, emotional burden, alienation, suppressed feelings, anger, self-worth struggles, and even in moments of hope and happiness.

This study proves the theory of Chandler, (2017) he explained that words in literal language often fail to show the full intensity and complexity of what someone truly feels. Because language doesn't have exact terms for every emotion, people utilize rhetorical tropes like metaphors or irony just to help them express what they mean when there is a gap between words and emotion as stated in the introduction.

This study was strengthened by Pelenytė and Grigaliūnienė, (2021) for they found 500 rhetorical tropes in four presidential speeches. Only about half (234) were kept when the speeches were interpreted into Lithuanian. Their study revolves around the use of rhetorical tropes for persuasion, this study revolves around the subconscious use of rhetorical tropes for emotional expression, therefore rhetorical tropes were applied in nearly every kind of conversation using language.

Students' unvoiced or unexpressed words leaned heavily toward negative emotions such as disappointment, stress, frustration, alienation, and burden, with fewer statements of hope or happiness. Communication breakdown arises from limited linguistic resources; students feel deeply, but lack precise vocabulary to communicate emotional intensity directly, leading to indirect expression which leads to the application of rhetorical tropes. The study confirms that rhetorical tropes function as coping mechanisms, helping students "say what cannot be said" openly to parents by transforming emotion into symbolic language. This limitation also holds back the student into opening up to their parents or guardians, thinking that their parents would not take them seriously, not listen to them, or opening up might create more complex problems than the present.

CONCLUSION

This study revealed that Grade 11 ACADS-A students at Bestlink College subconsciously rely on rhetorical tropes namely, metaphor, synecdoche, metonymy, and irony to express unvoiced thoughts and emotions toward their parents or guardians. Among these, metaphor emerged as the dominant trope, allowing students to properly convey complex and often painful feelings in a tangible, indirect form that everyone could imagine the emotion being expressed. Synecdoche followed, as students used relationships with specific family members to represent broader family dynamics or vice-versa, while metonymy served as a slightly lower than synecdoche for recurring emotional triggers and some sensitive information that holds the students back. Irony was the least used, likely

due to the risk associated with openly contradicting parental expectations or expressing emotions sarcastically; furthermore, expression is more focused on directness than logical games.

The findings show that students' unexpressed emotions lean heavily on negative experiences such as disappointment, stress, frustration, alienation, and emotional burden, with fewer expressions of hope or happiness. The limited vocabulary and emotional literacy of students led them to rely on figurative language (specifically rhetorical tropes) to communicate effectively. This highlights the role of rhetorical tropes as coping mechanisms that allow students to express what cannot be directly expressed due to limited language resources. This limitation also keeps students from opening up to their parents, fearing they won't be taken seriously or might even make things worse.

The study also centers on practical implications: as Educators (especially language teachers) to integrate even a short expressive writing activity that allow students to process feelings using figurative language, reflection, and emotional vocabulary building, providing them the chance to track rhetorical tropes as this enhances the effectiveness of communication, increase clarity and reduce misinterpretation. For Parents or Guardians to become more open in communication toward their offspring, most of the parents thought that parenthood ends in providing basic needs; having an open communication with children lessens the risk of communication breakdown. Attend development or communication seminars that help interpret indirect emotional statements, especially metaphoric or symbolic meanings in what teens say. For Guidance Counselors or School

Psychologists to use rhetorical tropes as indicators of emotional states, and as probes, especially when students struggle to express negative feelings directly as what happened in this research. For Future Researchers to Consider expanding the study to include gender differences, socioeconomic background, or academic strands (like styles of writing such as narrative, expository, descriptive, creative and technical writing) and how these contribute to the application of the master tropes; for differences affect the way people express themselves.

Overall, this study confirms that language, particularly figurative and symbolic forms, plays a crucial role in helping adolescents navigate, process, and communicate complex emotions within the family context.

REFERENCES

1. Chandler, D. (2017). *Semiotics for Beginners* (3rd ed.). Routledge. Semiotics for Beginners: Rhetorical tropes. (n.d.). <http://visual-memory.co.uk/daniel/Documents/S4B/sem07.html>
2. Burton, G. O. (n.d.). *Silva Rhetoricae: The Forest of Rhetoric*. Brigham Young University. <https://rhetoric.byu.edu/Figures/Tropes.htm>
3. Yang, M. (2019). The application of English rhetorical devices in speechwriting. Atlantis Press. <https://www.atlantis-press.com/article/125918163.pdf>
4. Cherry, K. (2025, November 13). Erikson's stages of development. Verywell Mind. <https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740>
5. Ahmed, S. K., Mohammed, R. A., Nashwan, A. J., Ibrahim, R. H., Abdalla, A. Q., Ameen, B. M. M., & Khedhir, R. M. (2025). Using thematic analysis in qualitative research. *Journal of Medicine, Surgery, and Public Health*, 6, 100198. <https://doi.org/10.1016/j.glmedi.2025.100198>
6. Thesaurus.com. (2023). The top 41 rhetorical devices that will make your words memorable. <https://www.thesaurus.com/e/writing/rhetorical-devices/>
7. Humboldt, W. von. (1999). *On language: On the diversity of human language construction and its influence on the mental development of the human species* (M. Heath, Trans.). Cambridge University Press. (Original work published 1836) <https://www.marxists.org/reference/subject/philosophy/works/ge/vhumboldt-wilhelm.htm>
8. Pelenytė, G., & Grigaliūnienė, J. (2021). Tropes and rhetorical figures in simultaneous interpreting of presidential speeches. *Vertimo studijos*, 14. <https://www.redalyc.org/journal/6927/692773709005/692773709005.pdf>
9. Tiller, J. W. G. (2012). Depression and anxiety. *MJA Open*, 1(Suppl 4), 28–32. https://www.researchgate.net/publication/267933388_Depression_and_anxiety
10. Fahnestock, J. (2011). 5 Tropes. In *Rhetorical style* (pp. 100–126). Oxford University Press.

<https://academic.oup.com/book/6456/chapter/150292763>

11. Russell, A., Mize, J., & Bissaker, K. (n.d.). Parent–child relationships (pp. 205–222). In [Title of Book]. https://www.blackwellpublishing.com/content/bpl_images/content_store/WWW_Content/9780631217527/011.pdf
12. Altalib, H., AbuSulayman, A., & Altalib, O. (2024). Parent-child relations: A guide to raising children (Rev. ed.). The International Institute of Islamic Thought. <https://iiit.org/wp-content/uploads/Parent-Child-Relations.pdf>
13. Dozier, M., Lindhiem, O., & Lewis, E. (2017). Caregiver-child relationships in early childhood: Interventions to promote well-being and reduce risk for psychopathology. <https://link.springer.com/article/10.1007/s40473-017-0110-0>
14. Small, R., Taft, A. J., & Brown, S. J. (2011). The power of social connection and support in improving health: lessons from social support interventions with childbearing women. *BMC Public Health*, 11(Suppl 5), S4. <https://https://link.springer.com/article/10.1186/1471-2458-11-S5-S4>