



Breaking Barrier: Exploring Psycholinguistics Through Cinematic Analysis

Ms. Pournamy Prasad¹, Dr. N. Ravikumar²

¹II MA English Literature, Kristu Jayanti College, Autonomous, Bengaluru, Karnataka, India

²Assistant Professor of English, Kristu Jayanti College, Autonomous, Bengaluru, Karnataka, India.

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Abstract— Many people in this world suffer from various type of learning disorders. Dyslexia is one such condition with which a lot of people struggle. This abstract presents a psycholinguistic analysis of the films, *Taare Zameen Par* and *Mical* exploring the portrayal of language development and its psychological implications. Drawing on psycholinguistic theory, this analysis examines how language acquisition, communication disorders, and the socio-emotional aspects of language are depicted in these cinematic narratives. Psycholinguistics theory is a multidisciplinary field that studies the relationship between language and the mind including how people produce comprehend and acquire language. Dyslexia is a condition that often intersects with the field of psycholinguistics and it examines how this condition affects various aspects of language processing, such as phonological awareness, decoding skills, reading fluency and comprehension. Psycholinguistics theory helps to understand the underlying cognitive processes involved in reading and language difficulties experienced by individuals with dyslexia. The movie *Taare Zameen Par* and *Mical* portrays different perspectives on dyslexia highlighting the challenges and strength of individuals with the condition and promoting awareness of understanding. Through the analysis of these movies, this abstract underscore the power of cinema as a medium for exploring the intricacies of language and cognition. By examining the portrayal of language development and communication in *Taare Zameen Par* and *Mical* through a psycholinguistic lens, this abstract offers insights into the complex interplay between language, cognition, and culture, enriching our understanding of the human experience.



Keywords— Cognitive Process, Communication Disorders, Dyslexia, Learning Disorders, Psycholinguistics.

I. INTRODUCTION

Learning disorders also known as learning disabilities occurs due to the abnormality in the nervous system. This neurodevelopmental disorder significantly hampers a person's ability to learn new things. As a result, the person may face troubles in various tasks like speaking, reading, writing, understanding information, remembering things etc. There are different types of learning disorders and we can diagnose this by conducting tests like Academic Testing, Performance Review, Medical History, Physical and Neurological Examination.

Academic testing helps to know about the persons reading, writing and arithmetic skills, it will also check the intelligence quotient of the person. If the person performs well on the IQ test but has a lower score on the achievement test, it could indicate that they have a learning disability. In Performance review the health care provider analyse and evaluate the person's academic, professional, social and developmental performance. Knowing the medical history of the person is also very important in the diagnosis of learning disorders so the medical provider will likely ask questions about the person's personal and family medical history. They also conduct physical and neurological exam to check if they had other health conditions such as brain

diseases, mental health conditions and other developmental and intellectual disabilities.

Reading disorder, mathematical disorder and disorder of written expression are the most common symptoms of learning disorders. Children who have learning disorders might find struggles with reading, spelling writing or doing calculations and also feels difficulty in distinguishing right from left and facing confusions of reversing letters or numbers like “b” and “d” or 12 and 21. Dyslexia, Dysgraphia, Dyscalculia, Auditory Processing Disorder, Language Processing Disorders, Nonverbal Learning Disabilities, Visual Perceptual or Visual Motor Deficit etc are the most common types of learning disorders.

Children with learning disorders often face a range of challenges that can impact their academic, emotional, and social development. Some of the common problems faced by children with learning disorders include academic difficulties, low self-esteem and confidence, frustration and anxiety, behavioural problems, social challenges, family stress, misunderstanding and stigmatization. So, it is important for parents, teachers and educational professionals to work together to identify learning disorders, provide appropriate support and accommodations, and help children with these challenges develop their strengths and reach their full potential. Early intervention and a supportive environment can make a significant difference in the lives of children with learning disorders.

Psycholinguistics is a hybrid term that reflects a truly interdisciplinary endeavour. Linguistics is the study of language. psychology scientifically studies the human mind. Psycholinguistics is a combination of both and it seeks to understand how the underlying structures of language are used in the processes of speaking, understanding, and remembering as well as how they acquired by children, while linguists work to describe language in its formal sense. The goal of psycholinguistics is to study the psychological and neuro biological factors that enable humans to acquire to use to comprehend and produce language. Phonetics and phonology are the main branches of psycholinguistics. Linguistics includes the structure of sentences or words morphology or syntax. Semantics and pragmatics are the two branches of linguistics. Linguistics can be combined with a number of hybrid disciplines that introduce their scientific approaches. The field of psycholinguistics can be divided into three. Computational linguistics, historical linguistics and sociolinguistics. Computational linguistics deals with speech processing and machine translation. Historical linguistics traces the historical development of language.

Sociolinguistics looks at the position and use of language in the society. It includes dialect variation and all sorts of things. Language processing, language acquisition and neurolinguistics are the three major branches of psycholinguistics. In language processing we are analysing what happens in the human brain when we speak or when we listen or what is the central processing underlying this complex activity. In language acquisition we are trying to understand how does a children speak and how does a child acquire mother tongue. In neuro linguistics we are no longer concerned with the human mind like in language processing and language acquisition. In neuro linguistic the central question is how is language represented in the human brain.

Psycholinguistics makes use of several approaches to language comprehension. These includes experiments, neuroimaging methods, speech error analysis, and observational research. Psycholinguistics is a broad field that studies many facets of language, including phonology, morphology, syntax and acquisition. Psycholinguistics seeks to expand our knowledge of the human brain through the use of both present and future technical developments as well as the cooperation of other academic fields. It includes processing of language, including speaking, writing, reading, listening and memory. It considers how meaning is created in the mind from words on paper. The way words are kept and used in our minds is called lexical storage and retrieval. The process by which we associate words

Taare Zameen Par is a 2007 Indian drama film written and directed by Amir Khan, the movie portrays the life of an eight-year-old boy named Ishaan who struggles with dyslexia while his parents and teachers are unable to understand what is wrong with him. Ishaan’s world is full of wonders that no one else seems to appreciate. In the world of adults, who are far more concerned with things like homework, grades, and neatness, Ishaan’s world of colours, fish, dogs, and kites simply don't seem to matter. Additionally, Ishaan simply never seems to get anything in class right. Once his parents are unable to handle his misbehaviour, he is sent to a boarding school where he will ‘be disciplined’. Ishaan has to deal with the additional trauma of being away from his family on top of the same problems he is facing at his new school. One day, Ram Shankar Nikumbh, a new art instructor, burst on to the scene and he tried to bring a change in the classroom setting. He asked the children to think, dream and imagine. All students respond with enthusiasm except Ishaan. Nikumbh noticed that Ishaan is unhappy and he sets out to discover the reason behind it. Based on the back ground mentioned above this research focuses on the issues of language disorder faced by Ishaan and also attempts to analyse the phenomenon of

language disorders particularly expressive language disorders.

In *Taare Zameen Par*, the character of Ishaan showcases the complexities of dyslexia, a learning disorder that affects reading and writing skills. Through a psycholinguistic lens, we can explore how dyslexia disrupts the phonological processing necessary for decoding written language, leading to difficulties in recognizing letters, associating them with sounds, and comprehending text. Ishaan's struggles in school and his frustration with conventional teaching methods highlight the importance of tailored interventions that address his specific learning needs. Moreover, the film underscores the emotional impact of dyslexia, as Ishaan's self-esteem and confidence are profoundly affected by his academic challenges. In *Taare Zameen Par*, the portrayal of Ishaan's dyslexia provides a poignant exploration of how language processing difficulties can profoundly impact not only academic performance but also self-esteem and emotional well-being. Psycholinguistics helps us grasp the intricate cognitive processes involved in reading and writing, shedding light on the specific challenges faced by individuals with dyslexia. By examining Ishaan's struggles through this lens, we gain insights into the importance of early intervention and individualized support in fostering language development and academic success.

Mical is a 2020 short film directed by Yew Wang Ho and produced by Gordon Lewis. It tells the story of a seven-year-old boy who struggles to make sense of words on the page. Mike's mother takes matters into her own hands to enable her son to reach his full potential after learning that he has dyslexia and that his teachers are failing him. This film seeks to raise awareness and create change in the education system for children struggling with dyslexia. This film does a good job of illustrating the struggles associated with dyslexia, a learning disability that affects 15% of the population and this film is a testament to a mother's determination as it is an underdog triumph and an eye-opening plea to reform the educational system that continues to fail those diagnosed with the disorder. It is too easy for dyslexic children to be left behind because there is no legal requirement for schools to hire teachers who specialize in dyslexia.

According to Allen. M, Dyslexia come originally from the Greek words dys and lexia. Dys means difficulty and lexia means words. Peer defines dyslexia as a blend of skills and challenges that impedes learning in one or more of the areas such as writing, spelling and reading. It is possible to identify accompanying deficiencies in spoken language, physical abilities, auditory and or visual perception, short-term memory, speed of processing and

sequencing. It has a special connection to learning how to use written language, which can include musical, numeric, and alphabetic notation. Communication is typically restricted in those with language disorders, particularly dyslexia. It seems like the person lacks conversational skills. This study aims to examine language difficulties in individuals who have difficulty speaking or writing, particularly in their expressive domain. This can be seen in the movie *Taare Zameen Par*.

Phonological Dyslexia

The sound structure of a language is known as phonology. Phonological processing is the ability of an individual's brain to interpret linguistic sounds. Phonological processing deficits can result in difficulties with speaking, reading, spelling and memory. Phonetic awareness is a crucial component of phonological processing. This is the knowledge that individual sounds make up words. Strong phonemic awareness allows one to recognize rhymes, hear, rhyming words, combine sounds to form words and identify the types and numbers of sounds that make up a word. Individuals suffering with phonological dyslexia encounter difficulties in a few of these areas.

Reading new words can be challenging for those with phonological dyslexia because they struggle to sound out words. Comprehending phonics is necessary for the skill of word assault, also known as word decoding, which is the process of sounding out words. They can become troubled by even simple words. This can make them slow readers.

When speaking, people with phonological dyslexia pronounce words incorrectly. They could perhaps. Say sounds out of order, drop some sounds from syllables, or have problems pronouncing phonemes correctly. Saying twain for train, bout for about, ete phone for telephone or pasghetti for spaghetti are a few examples of what people might say. It goes without saying that most young toddlers make these kinds of errors when they are first starting to speak.

Orthographic Dyslexia

A language's spelling and writing systems are referred to as orthography. These are the letters, letter combinations, and irregular words that make up the English language. The ability of a person's brain to decipher printed words, letters, and digits is known as orthographic processing. When language's sound is the subject of phonological processing. It's the portion of reading and writing that is visual. Orthographic processing issues can cause issues with math, reading, and spelling.

Some orthographic dyslexics struggle to recall the distinctions between homophones. Words that have the

same sound but differ in spelling and meaning are called homophones. Pane and pain, for instance, are homophones. Because homophones have the same pronunciation, reading them does not assist readers determine which meaning is relevant. When there is no context to guide you, the only method to determine the meanings of homophones is to distinguish the words by their appearance.

Rapid Naming Deficits

People who read slowly frequently struggle to recall and understand what they read. They read the words correctly for so long and with so much effort that they exhaust their memory and processing abilities and are unable to comprehend the material. Some persons with retrieval problems when they talk, they describe things because they are having trouble coming up with the right words. For instance, even though they are familiar with the term 'escalator,' they might refer to it as "the moving stairs" when discussing a trip to the mall. Similar to reading, those who struggle with retrieval may be able to remember a word once, but struggle to recollect it days or even minutes later. Even seemingly simple terms, like the names of everyday objects (key, cow), can occasionally slip your mind. They know the words, but they can't always remember them when they need to, which can be frustrating. People who struggle with word retrieval might pause during conversations in order to find the right words to employ, rather than describing things. They may wait for as long as five, ten, fifteen, or more seconds at a time, at least, as they search their memory for the appropriate words. Other times, when they are unable to recall the proper terminology, they may use generic terms like thing or stuff.

Deep Dyslexia

Deep dyslexia is an extremely uncommon type of developmental dyslexia. A significant indicator of deep dyslexia is the frequent substitution of meaning, or semantics, when reading words from a list. Additionally, they also make errors by saying a word that is somehow associated with the one they are focusing on. For example, kids might read 'ice cream' as a cone or 'merry' as Christmas. They also make coordinate mistakes.

For the purpose of diagnosis, it is crucial that these mistakes occur when kids read words from a list as well as stories or books. When reading texts, a lot of young and inexperienced readers substitute words. They act in this way in an attempt to forecast words depending on context. This is a symptom of poor reading comprehension rather than deep dyslexia. Deep dyslexic individuals typically read concrete nouns the best but perform poorly when it comes to function words. Although they struggle with word decoding, they may speak with a good speaking vocabulary.

Mixed and other Dyslexias

Many dyslexics struggle with numerous processing issues, which makes reading and writing difficult for them. They are most likely the ones who would struggle the most to learn to read and spell since they have mixed dyslexia. A single individual may experience difficulties with both orthographic and phonological processing. Someone else may struggle with quick naming and orthographic processing. Others may experience difficulties with each of the three processing types. Furthermore, there is some commonality in the traits of the many kinds. People who suffer from phonological dyslexia or other forms of dyslexia, for instance, may read slowly or may recognize a word on one page of text but not another because they lack context-free recognition.

In the movie *Taare Zameen Par*, Ishaan, exhibits typical symptoms of dyslexia. These include difficulty with reading, writing, and spelling, as well as struggles with concentration and understanding symbols. Ishaan also faces challenges in following instructions and tends to daydream. The film sensitively portrays the impact of dyslexia on Ishaan's academic and emotional well-being, highlighting the importance of recognizing and addressing learning differences in children. In the movie *Taare Zameen Par*, there is a scene when Ishaan is asked by his teacher to turn to page number 38 in his textbook. However, Ishaan struggles to locate the page because of his dyslexia. As he flips through the pages, he mentions that the letters on the page appear to be dancing. This scene shows that Ishaan gets dyslexia symptoms, that is reading difficulty. This visual distortion is a common manifestation of dyslexia. Dyslexic children feel like the alphabets are moving when they read.

There is a scene in the movie when the mother tries to make Ishaan to do the homework. It appears that Ishaan have made spelling mistakes and errors in his handwriting, and the mom is expressing frustration or concern about the need to correct these issues repeatedly. "This what is it? Here, 'table' is spelled 'tabl', over here, it's spelled 'tabel', and 'd' is just 'b.'" All of the words are misspelled. What's happening? To what extent should we repeat this?" *Taare Zameen Par* (34:44-35:28). This scene illustrates Ishaan's dyslexia symptom of trouble writing. Ishaan always switches the letters and repeats this error. Ishaan's father Mr. Awasthi, also expresses frustration and disappointment with Ishaan's academic performance, unaware that Ishaan has dyslexia. Awasthi shouts at Ishaan and called him idiot and scolded him by saying that "you can't write, if you could you couldn't be such a failure". Dyslexic children have writing difficulties, Ishaan don't know about the alphabets that have similar shapes, Mr. Awasthi just judge that Ishaan is idiot.

This scene in the movie reflects a common theme in the narrative of the movie, where the struggles of a dyslexic child are misunderstood, and the child is unfairly labeled as an 'idiot' or a 'failure'. It emphasizes the importance of recognizing and addressing learning differences, as well as the need for empathy and support from educators and parents.

There is a scene in the school where we can see that Ishaan struggles to learn since he often faces criticism from his teacher. Why are you not able to? What a fool! Why are you so stupid, why can't you? Why zero in math? as well as everyday punishment? Idiot! You have terrible grammar and spelling; are you high? crazy and lazy. *Taare Zameen Par* (43:59-44:06). This instance demonstrates how Ishaan receives criticism every day from his teacher, who labels him as a moron and a lazy person without considering the reasons behind his actions.

When Ishaan's parents went to school to apologize the teacher for Ishaan's attitude. The teacher complaints that Ishaan is not serious in his examination and she showed them Ishaan's math test and also compared Ishaan to his brother. who would believe he is Yoochan's brother, because his brother is the genius student in that school. The teacher's comparison of Ishaan to his brother, who is portrayed as a high-achieving student, underscores the pressure that children can face when compared to siblings or peers. Such comparisons can contribute to feelings of inadequacy and affect a child's self-esteem. The teacher points out Ishaan's difficulties in completing the math test, highlighting the specific academic challenges he faces. The inability to complete the test accurately is likely an indication of his dyslexia, a condition that affects reading, writing, and math skills. The scene emphasizes that Ishaan's struggles are not due to a lack of effort but are rooted in a learning difference. The teacher's remark, "who'd believe he's Yoochan's brother?" *Taare Zameen Par* (45:08) indicates a lack of awareness about Ishaan's learning differences, particularly dyslexia. It highlights a common issue where educators may not recognize or understand the specific needs of students with learning disabilities, leading to misinterpretations of their behavior and academic performance. The scene highlights the need for open communication between parents and educators to better understand a child's strengths and challenges. The movie, in portraying Ishaan's journey, advocates for a more individualized and understanding approach to education. It encourages educators and parents to recognize and appreciate the unique learning styles of each child and to provide support tailored to their specific needs.

Ishaan's constant attempts to pick up the lesson and learn it are met with confusion as he finds it harder and

harder to understand. There is a problem with Ishaan, but his parents were unaware of it. This is extremely different from his elder brother, Ishaan, who likewise didn't know about his condition. Until he too gave up painting as a hobby, Ishaan's learning of the lesson was halted.

We can see that Ishaan's brain had difficulty processing to comprehension the lesson like mathematics, language and other. Even though he tried to make an attempt and struggled so much he is unable to do that. Teachers and parents constantly asking him why can't you, what is your problem, son? what is wrong with you?. These questions constantly triggered him and this was too much for an eight-year-old boy. He loses confidence, he started hating himself, he gave up his painting, he is not realising his artistic talents. He just broke down completely. What children like Ishaan need is the care. Just try to understand their situation and try to be with them.

Many theories that describe how a person learns, creates, and interprets spoken and written language have been offered by psycholinguistics. Language teachers have applied the theory in their work. They serve as the foundational beliefs for language instruction approaches developed by certain professionals. The approach is referred to as psycholinguistics. The psycholinguistic approach sees learning as an internal, cognitive process that occurs in the person before moving on to the social realm. Some approaches, such the natural method, the entire physical response technique, and the suggestopedia method, were created based on theories related to psycholinguistics. Psycholinguistic principles are applied in these methods, explaining how an individual learns their mother tongue or first language (first language acquisition), develops their second or third language (second language learning), perceives language (language perception), and produces language (language production). Speaking and writing are considered forms of language production, whereas listening and reading are considered forms of language perception. The four language skills are speaking, writing, listening, and reading. In particular, psycholinguistics contributes to our understanding of the inner and extrinsic challenges associated with these four skills. Additionally helpful in explaining why kids make mistakes when learning a language is psycholinguistics. Additionally, psycholinguistics recognizes a few types of brain illnesses, such as agraphia and aphasia, that impact language acquisition performance and need to be appropriately addressed.

In the film we can see the teaching strategies Ram Shankar Nikumb, his art teacher used to teach Ishaan. He taught Ishaan individually without other students and that helped him to concentrate more while learning. He also

used some media that can make learning process more relax like playing. For example, he introduced Ishaan about the alphabets by preparing a sand box as a media to Ishaan write on it. Mr. Nikumb try Ishaan touch sense to draw the characteristics of alphabets. Mr. Nikumb draw the alphabet 'b' in Ishaan's arm and Ishaan try to guess what alphabet is that, *Taare Zameen Par* (2:03:45-2:03:51). The purpose of it is to identify the shape of the alphabet. Children with dyslexia are usually weak to identify alphabet by read so for them this Kinesthetic method of drawing shape on hand will help them.

Mr. Nikumb also tried oil painting colours as a media for Ishaan to write and it makes him happier and more interesting. Ishaan writes similar alphabets in the same form of letters 'b', 'd', 'p', 'g', in the same page, *Taare Zameen Par* (2:03:52-2:03:59). More than that Nikumb also asks Ishaan to make alphabets using wax, because wax is can help to understand about the shape of alphabets. After Ishaan understood the similarities and differences between phonemes, Nikumb goes to the next level of teaching. He made Ishaan to write in the real media, such as pen and paper, or book and black board.

Nikumb applied different methods for teaching different subjects. There is a scene where Nikumb teaches him arithmetic, he asked him to write number in blackboard first. Through this Ishaan try to write number '8' on a big size then on medium size and finally on small size in a black board. As a result, Ishaan can write number '8' in appropriate size, *Taare Zameen Par* (2:04:30-2:06:19). This method can help Ishaan to improve his visual memory and Kinesthetic perception in body movement. Everybody has a unique style and aptitude for certain tasks. Ishaan had dyslexia, but no one around him knew or understood how to help him learn everything. Ishaan's brother is intelligent and consistently performs well in class; his father is preoccupied with work, and his mother takes care of the household chores while teaching Ishaan on occasion. Ishaan's situation is much different; he is the last student in the class and struggles with writing due to dyslexia symptoms.

Children who are dyslexic may also have another skill; in this film, Ishaan can create a well-thought-out picture with a perfect topic. Not all dyslexic kids struggle with coordination, some do, and this may have an impact on their practical work in specific classes. Handwriting and other fine motor tasks, such using scissors, can show signs of coordination problems, and occasionally broad coordination, like in sports, might be affected. It is important to note, though, that this is not always the case and that some dyslexic kids may really be gifted in areas

like athletics and physical education in addition to art and crafts.

The short film *Mical* tells the story of Mike Jones' s school bullying as a dyslexic youngster and his mother Pat Jones's valiant attempts to support him. It's among the most popular dyslexia documentaries ever produced. The film not only highlights the challenges faced by dyslexic individuals but also sheds light on the importance of appropriate support and intervention. It showcases Pat Jones transformation from a concerned parent to a dyslexia specialist, emphasizing the power of education and advocacy in improving outcomes for dyslexic children. It underscores the significance of addressing dyslexia as a societal issue and acknowledges the contributions of individuals like Pat Jones in this field. By depicting the story of Mike Jones and his struggles with dyslexia and bullying *Mical* provides a platform for viewers to understand the experiences of dyslexic individuals better. This representation is crucial for raising awareness after the condition and dispelling misconceptions surrounding it. In the Short film *Mical* we can see the similar hardship Ishaan faced. For Ishaan, he has his art teacher to help him. Like that in the film *Mical*, Mike has his mother. This movie vividly portrays the struggles and determination of the mother to help her son to come out of his disorder so she took it upon for herself to make a difference, a battle she continues to fight. Based on a true story this touching film does a great job of increasing awareness for people who are dyslexic. It demonstrates the kinds of issues that this condition brings about. Michael is bullied for being different, struggles socially, is unable to learn, and the school personnel gives up on him. He also gets nervous out easily. It is quite distressing to witness this young guy go through all of this. He struggled with the process of reading and decoding which is common in dyslexic people. He faced difficulty in accurately and fluently decoding words. His poor reading comprehension becomes a challenge for him to understand and retain the meaning of what is read. He struggled with higher-level comprehension tasks like inference and analysis. These persistent difficulties in academic tasks leads to the frustration, anxiety and low self-esteem. Social challenges may arise due to verbal expression and communication.

Psycholinguistics provides valuable insights into the cognitive processes that underlie reading comprehension. Psycholinguistics also takes into account the individual differences in reading abilities, including factors such as working memory capacity, language proficiency and cognitive styles. Metacognition refers to an individual's awareness and control of their own cognitive processes. Psycholinguistics explores how metacognitive strategies such as monitoring, comprehension and adjusting

reading strategies, contribute to effective reading. And it often investigates how individuals recognize and process words during reading. This includes the study of visual word recognition, phonological processing, and the interaction between different levels of linguistic analysis. Understanding how individuals interpret sentences is a key aspect of psycholinguistics. This involves studying syntactic structures, grammar, and the comprehension of complex sentence constructions. Reading comprehension requires the coordination of various cognitive processes, and psycholinguistics examines the role of working memory in storing and manipulating information during reading. This is very important for understanding complex sentences and maintaining context.

In psycholinguistics, working memory plays a significant role in understanding how individuals process and comprehend language. The interaction between working memory and language processes is crucial for tasks such as reading, listening, speaking, and understanding written or spoken information. Working memory is important for learning new words and their meanings. When individuals encounter unfamiliar words, they use their working memory to hold onto the word and its context, facilitating the integration of new vocabulary into their language. Understanding and applying grammatical rules involve working memory. As individuals process the structure of a sentence or construct grammatically correct sentences, they rely on their working memory to hold and manipulate linguistic information. Working memory is crucial for reading comprehension. Readers use their working memory to hold information about the words and sentences they have just read, making connections between different parts of the text, and comprehending the overall meaning. Working memory is involved in understanding the pragmatic aspects of language, such as recognizing implied meanings, understanding sarcasm, or interpreting figurative language. Researchers in psycholinguistics often investigate how working memory capacity influences language abilities and how language-related tasks may, in turn, impact working memory demands.

Early intervention and targeted educational strategies can significantly help individuals with dyslexia overcome many of these expressive difficulties and develop effective coping strategies. It is important to approach dyslexia with understanding and support. Additionally, fostering a positive and encouraging environment can contribute to the individual's overall well-being and academic success.

II. CONCLUSION

The analysis of the movies *Taare Zameen Par* and *Mical* through psycholinguistics theory offers a multifaceted understanding of how language, communication, and disability are portrayed in cinematic narratives. Through these films, we witness the cognitive and linguistic challenges faced by individuals with dyslexia, shedding light on the complexities of language acquisition, speech production, and social interaction. Psycholinguistics theory enables us to delve into the cognitive mechanisms underlying these challenges, examining the intricacies of language processing and communication disorders depicted in the films. Ultimately, these cinematic narratives serve as powerful vehicles for raising awareness, fostering empathy, and advocating for the rights and dignity of individuals with learning disabilities. By engaging with these films through the theoretical frameworks of psycholinguistics we gain deeper insights into the lived experiences, struggles, and triumphs of individuals navigating the intersection of language, communication, and disability in society. In addition to providing a nuanced understanding of language, communication, and disability, the analysis of these films underscores the transformative potential of storytelling in challenging societal perceptions and promoting social change. Through compelling narratives and authentic portrayals of diverse experiences, these films inspire conversations about inclusion, equity, and the importance of accommodating diverse communication needs. Psycholinguistics theory enriches our analysis of the complex interplay of cognitive, linguistic, social, and cultural factors shaping the experiences of individuals with learning disorders. By examining these films through multiple lenses, we uncover layers of meaning and significance that deepen our appreciation for the resilience, agency, and humanity of individuals often marginalized or overlooked in mainstream discourse and also, we are reminded of the power of cinema not only to entertain but also to educate, challenge stereotypes, and foster empathy. Moving forward, it is imperative to continue exploring the representation of disability in media and to advocate for more authentic and inclusive portrayals that amplify diverse voices and experiences. Through interdisciplinary approaches that bridge theory and practice, we can work towards a more equitable and inclusive society where every individual's unique abilities are recognized, valued, and celebrated.

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