Morphological Aspects of a Translation Text Among Students

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Abstract—The study focuses on the morphological problems that Saudi students face when translating. The researcher employed a descriptive-analytical strategy to uncover morphological problems. The information on the research problem was obtained from a group of thirty undergraduate students from Al Baha University's College of Arts in Beljurshi, who were mostly boys enrolled in the students' second year of 2019, majoring in English and using written Arabic text. Following the data analysis, morphological flaws were revealed. According to the data, the inflectional morpheme obtained a score of 144 errors with an error rate of 88 percent, while the derivation morpheme received a score of 19 errors with a 19 rate. The study determines that the existence of errors in the inflectional morpheme is greater than errors in the derivation morpheme; the mistakes were brought about by an inability to grasp the contrasts between the languages of English and Arabic, as well as a scarcity of fluency in the language. The researcher suggests that the instructor provide more explanations on how to use inflection and derivation morphemes, as well as add comparative analysis periods to the translation field, to help students learn and practice morphology.

Index Terms—errors, derivation morpheme, inflection morpheme, morphological problems, translation

I. INTRODUCTION

Abdul-Wadud (1987, p. 65) states that translation is a process that man has known since ancient times and has evolved along with his way of life and philosophy. It evolved from simple indicators art, then to science with specific rules and standards, and it is now keeping up with technological advancements. Owing the multiple stages of translation, scholars and researchers in this discipline have discovered various definitions and notions that merge art and science. As a result, Ibrahim (2018) found that "It is vital to consider translation's limits and background information: syntactic principles in languages, linguistic underpinnings, and expressions" (p. 5). Thus, we must be acquainted with the resources and underpinnings of translation, including the norms that will be met. Ghazala (2008, p. 3) argues that translation provides for the development of global culture by connecting the relationships between civilizations. A successful translation necessitates the translators' knowledge, care, qualification, and flexibility in order to attain this noble goal. Newmark (1988, p. 5) states that translation is a movement between two existent civilizations that have reached a high level of urbanization, with the scientific and knowledge exchange between them serving as a self-serving purpose. As suggested by Onqubi (2006, p. 215) students understand the derivation principles but are unaware of morpheme meanings, applications, and implications. This means that the students learned these derivatives and formulas but did not apply their various meanings. The primary source of morphological issues is the learning environment. The partial rule, in which the student enters a portion of the rule, known as the "missing rule," due to the student's lack of understanding of everything connected to the rule. Students' morphological errors, Abu al-Rub (2007, p. 10) explains that students' morphological errors are caused by a range of variables, including the learner's environment, generalization, ignorance of the rule and its constraints, improper application of the norm, communication tactics, and overlap. This represents a year of student apathy, indifference, or weakness in terms of exchange. Morphological errors overlap language levels to some extent. The morphological error affects the other levels as well: phonetic, semantic, spelling, and grammatical. This study looks into why the large group of non-Arabic speakers incurs morphological problems. The interconnected interplay between grammar, morphology, meaning, and structure poses a serious challenge for Arabic language learners. If the learner has mastered the derivation approach, he may be unable to deduce the meaning of a normal user, and if he focuses on the meaning, he may experience a word structure issue or replaces one component with another. Language intersections, overlap, linguistic intervention, and unfavorable language spillover all contribute to morphological issues. The study investigates the morphological issues that can arise in student translations, resulting in a misreading of the intended meaning of the text. The research is crucial because there is little research in Saudi Arabia on morphological issues and translation from Arabic to English. The objectives are to examine the morphological problems faced by Saudi students and determine the types of morphological problems they face.

Many language learners may be able to reach advanced high levels. They suffer from a clear confusion in morphology and its application, which has a negative impact on their development and transition to higher levels because it prevents them from achieving linguistic accuracy as they make mistakes in morphology and other formulas such as adjectives, verbs, or nouns, and so on. They also make mistakes when utilizing words that have the same root. Students at Al-Baha University who major in English sometimes run into translation issues and make morphological

errors. They have difficulty of understanding inflection morphology and are prone to generalize rules. When translating from Arabic to English, students make a variety of morphological errors, such as using the subject where the object needed, completely modifying the definition of the phrase, and putting the agent in the wrong place. By using morphological rules incorrectly, they make mistakes.

A morphological error defined as a complex error that leads to other linguistic flaws. The research sought to identify, analyze, and demonstrate the impact of morphological issues on language and translation levels among English language learners. The study investigates the morphological challenges in student translations, resulting in a misreading of the intended meaning of the text. The significance of this work hails from the fact that, in comparison to language and grammar studies, there have been few morphological examinations into translation challenges. As a result, researchers believe that more research into the nature of morphological errors in translation needed, and how they interact with other language faults without isolating them from their settings. The research is crucial because there is little research in Saudi Arabia on morphological issues and translation from Arabic to English. This study could be informative to trainers and professors. They could use this research to find out a lot about morphological issues. The researchers did not effectively handle the KSA's morphological translation challenges, resulting in a translation scarcity. Recognizing the challenges, that learner's face allows them to devise a practical approach to overcome the performance deficit. The study includes recommendations to help students understand how to apply the various derivatives.

The following objectives are being pursued:

1-Examine the morphological problems faced by Saudi students.

2-Determine the types of morphological problems faced by Saudi students

Here are some questions to consider:

1-What are the morphological problems that Saudi students confront when translating?

2-What are the types of morphological problems?

The research is restricted to identify the morphological challenges that undergraduate students face during the 2019 academic year, with second-year students at Al-Baha. The research concentrated on morphological issues that cause students to become stuck in translation, such as nouns, verbs, and adjectives. The source of analysis is the test that the researcher got from the study sample. In order to acquire the correct results, the researcher studied and statistically evaluated this sample.

A. The Evaluation of Translation Through History

Zagood (2012, p. 38) states that translation extends to ancient times, since human beings lived in separate and closed groups, and because man is social by nature and overwhelmed with curiosity, he sought to explore new horizons, lifestyles, and different ways of thinking. Translation has become a necessary means of communication with the growing human rapprochement, revealing the different cultures, unlocking knowledge treasures, and spreading science and literature.

Venuti (2000) found that translation was discovered as a means of understanding and communication between groups in order to facilitate commerce, political, and intellectual connections, according to (p. 18).

Munday (2001, p. 53) claims that with the dawning of Islamic civilization, the West, especially Europe, became interested in Islamic scientific centers. Therefore, Europeans took the sciences and devoted themselves to translating Arabic books into various fields of applied sciences. Any European intellectual interested in translating books on philosophy, medicine, astronomy, mathematics, and even poetry and literary works turned to Arabic.

Robinson (1997, p. 185) states that translation enables keeping pace with cultural and scientific innovations in light of different human cultures. It encourages cultural exchange.

B. Translation Theories

Translation theories divide into three theories:

1-Philological Theory

Mohammad (1998, p. 17) argues that philological theories appeared early, establishing a precedent for the advancement of science. These translation theories concentrate on the text's form and stylistic features, as well as its rhetorical tools, or what known as "literary quality".

2-Linguistic Theory

Mohammad (1998, p. 17) explains that linguistic translation theories are based on comparing the linguistic structures of each translated language and the language into which it is translated, rather than relying on comparing literary styles and stylistic features.

3-Sociolinguistic Theory

Nida (2003, p. 120) claims sociolinguistic translation theories relate linguistic structures to a higher level where they can be viewed in relation to their function within the communication process. The text, from the sociolinguistic point of view, focuses mainly on the writer of the piece and the historical factors that influenced its existence and the conditions that resulted from its production.

Yahya (2001, p. 157) states that owing to these revolutions, new linguistic theories, such as theories of structural grammar, theories of generative grammar, and functional grammar theories, have been developed. These theories based

on the principles of structural theory. The structural theory is syntactic theories that divide sentences into morphemes and distribute them at the syntactic level.

Hafsa (1998, p. 49) claims that the interpretative theory of meaning differs from the linguistic theory in that it believes there is a difference between translation and linguistics. The owners of this school depend on defining the moral translation unit and on simultaneous translation, which is similar to the written translation because each of them goes through one or more stages that are similar in understanding, analysis, and paraphrasing based on immediate memory.

C. Concept of Morphology

Geoffrey (2002, p. 200) explains that inflectional morphemes deal with the forms of many lexemes. It has something of a character to do with grammar, the main component of grammar. Morphology equips speech with different forms that fulfill distinct functions; we can derive several words from a single linguistic material or linguistic root. After phonology, morphology is the second most significant branch of the language system.

According to Zeki (2011, p. 3) linguists have researched syntax, morphology, literature, and a variety of other linguistic topics. Morphology is an important branch of linguistic science. Morphology is the procedure of transitioning from one condition to another. Morphology is concerned with transforming a word derived from one root into numerous words derived from the same root for meaning. It is a science that investigates the "structure of the word" in the language and its. In other words, a science studies the "structure of the word" in the Arabic language and its meaning in terms of its derivation.

Crystal (2003, p. 5) claims that morphology means devising ways to describe the properties of dissimilar elements. Morphology is the process through which something changes from one state to another or from one face to another. The formation of the word, as well as its sum, varies depending on whether it built in descending order. Morphology is the strategy of transforming something into a different form or state. The idiomatic meaning of morphology stems from the fact that one of the language sciences that transforms words of one origin into a group of other words with the same meaning or significance, thus they considered derivatives of one word, and this derivation or conversion may be useful in the meaning.

The foregoing definitions indicate that the meaning of morphology is to change and transform anything on its face. Because morphology enriches the language, most linguists have concentrated on it, and some have even given it the name morphology.

D. The Various Problems Encountered in Morphology

In order for the translator to accomplish his task, he must understand and interpret the text by focusing on its structure in the original language. Linguistic variance is not limited to linguistic symbols alone but also extends to implicit concepts and meanings rooted in the text, which differ from one environment to another, from one society to another, and vary according to ideologies and cultures.

Mohammed (2003, p. 40) states that morphological problems are related to the change in the composition of the Arabic word, whether by addition or deficiency, which affects its structure and meaning. Previously, some Turkish teachers used strange ways to memorize some expenses. The students' morphological issues link range of variables, including those connected to the learner's surroundings, generalization, comprehension of the rule and its restrictions, insufficient application of the norm, and communication tactics.

Mohamed (2013, p. 10) claims that in the Arabic language, the occurrence of masculine and feminine words governs most of its vocabulary. As masculine and feminine are clear morphological subjects, as there is a verbal aspect and a moral aspect, it is challenging to comprehend the line separating the genders. When attaching the feminine sign to the masculine, there is verbal confusion, and what increases the difficulty is that it intersects with other morphological and grammatical aspects.

Ibrahim (1988, p. 16) says the rules are different and may lead to error. The teacher explains to the students right away that nouns ending in plural are correct, but feminine nouns are more difficult to resolve. Morphological difficulties linked to varying language levels. Morphological problems influence other levels as well, such as phonetic, semantic, spelling, and grammatical.

Abdul Qaher (2000, p. 149) claims that it is critical to differentiate between the structures of English and Arabic sentences because each language has certain characteristics and a system that lags behind the other in connection with the components of speech. The Arabic language has a unique and different system from others. Language governed by the laws of rhetoric, such as delaying, deleting, and adding.

Several previous studies on students' grammatical issues conducted, and some experts have investigated translation issues.

Pojprasat (2007) conducted research on the analysis of student translation errors. The study's goal is to describe faults in student English translations, with a particular focus on grammar and semantic issues. The students were 40, who placed into two classes of 20 students each, based on their English proficiency. The students translated various English sentences into various types of inaccuracies, which then reviewed by the researcher to determine the type of inaccuracy.

Text translation error analysis studied by Sabzalipour (2012). The information gathered from different sentences and the students that interpreted them. The data from the students' answers, from which the errors emerged, discussed. The

study also identified the types and reasons of mistakes done by these students during the translation process. The erroneous word order was the most inappropriate, owing to the employment of incorrect expressions or phrases, and the errors largely caused by word-for-word translation and were interlingual in nature.

Jamila (2012) conducts research on the Analysis of Morphological Errors among non-Arabic speakers. Research attempts to show the intersection of blunders in the linguistic system and to determine the effect of the morphological errors on linguistic levels. The study explains the convergence factors between morphology and language levels and presents examples of errors that constitute relationships between the morphological domain and other linguistic levels. The researcher analyzed, identified, and described the errors and concluded that morphological mistakes concerned linguistic levels and converged with them in many points. This is due to overlap with the mother tongue.

Saqib (2020) conducted research on Morphological Errors in Written Expression Errors, to understand how morphological errors occur; the researchers used a qualitative explanatory research methodology. The 100 ESL students and the descriptive writing employed as a tool. The data examined using a framework for error analysis. Students make morphological mistakes, with parts of speech, and make multiple omission and substitution errors. This research also looks into the elements that can lead to certain mistakes. According to the study, language transfer and language differences are two primary morphological challenges.

Ramond (2020) investigated Common Errors in Text Translation. The researchers performed a quantitative descriptive analysis to uncover the mistakes made by a group of pupils. The information gathered via a written transcript as well as an interview. Following the collection of data, the researcher worked on analyzing the data, identifying errors, and demonstrating their causes. The common faults were in the verbs. More activities for students to reduce errors proposed in this study. It also suggested that teachers take a proactive approach to these errors and conduct various exercises to ensure that these students do not fall into traps.

II. METHODOLOGY

The research used a descriptive-analytical strategy to demonstrate morphological challenges. The information gathered from Arabic-language publications. The researcher used a descriptive analytical technique, which aided in the achievement of the anticipated outcomes and met the research objectives. According to Sini (1982, p. 67) the descriptive technique focuses on defining the phenomenon's characteristics, explaining its nature, and comprehending its existence in practice. It's a way of describing what's going on right.

A. Participants

This research conducts in the Al-Baha neighborhood in Baljurashi, Saudi Arabia. This evaluation carried out during the February 2019 academic quarter. Second-year English Department students participated in the study. The original population of the study included thirty male students aged eighteen to twenty-one who recruited by the investigator. The study sample chosen in a professional and unbiased manner, free of bias or personal preferences. The specimen that used in the project is a thorough and accurate representative of the scientific community. Because of the presence of compatibility and parity among the numerous components of the research community, they put to the test regardless of other circumstances. The test took 45 minutes to complete.

B. Instrument

One of the tools used in the study was an Arabic test. The task entrusted to educators to translate the Arabic text into English on a sheet of paper provided by the researcher. The data gathered from a test, and the Arabic text came from Akram Momen's Foundations of Translation, which is a book about the art of translation for students and beginners. An expert committee chose this one after reviewing and commenting on manuscripts.

C. Procedure

The Arabic text for the study comes from Dr. Ezzedine Muhammad Naguib's book, Foundations of Translation, and the information gathered through a test. This text assessed by a group of professionals after they read and commented on different writings. As a result, this piece of writing was chosen.

D. Data Collection

A group of scientists and practitioners inspected the test to see whether the phrases were correct, if it related to the study's objectives, if it tested what it was supposed to assess, and to use their observations to verify and confirm the test's validity. Changes made in compliance with the arbitrators' suggestions. The test items created to meet the test's objectives and test validity criteria, which linked to the exam's goal of measuring students' ability to correctly translate context while also meeting test validity requirements.

E. Data Analysis

The researcher employed a test translation exam to gather data for the study. The researcher came into the classroom to collect data for exam and provided the pupils with a translation text to translate. This study's major source of data was the text. The researcher read the material aloud to the pupils. The researcher highlighted morphological issues in order to grasp the problems. The researcher created a detailed research report that includes all of the data and examines

the flaws found in the test papers based on the statistically assessed and reached conclusions. Although the pupils made numerous errors, the analysis was restricted to morphological issues. According to the analysis, students made numerous errors and inconsistencies when translating.

III. RESULT AND ANALYSIS

According to data analysis from students' translations, the morphological problems are classified into inflectional and derivation morphemes. The datasets were analyzed using statistical analysis and software in this study. To summarize continuous data, standard deviations used to summarize continuous data. Following the data collection, morphological problems were detected, classified, and listed. The following table reveals that the inflectional morpheme obtained a score of 144 errors with an 88 rate out of 163, while the derivation morpheme received a score of 19 out of 12 percent. There are 163 morphological problems in total. These findings are similar to the findings of Somboon's (2007) who found that the inflectional morpheme errors were more problematic than derivation issues. Inaccuracies caused by linguistic quirks, as was the case in the Sabzalipour (2012) study.

TABLE 1
THE STUDENTS' TRANSLATION
MORPHOLOGICAL PROBLEMS

Students No. 30	Inflectional Morpheme	Derivational Morpheme	
Student 1	4	1	
Student 2	4	0	
Student 3	5	1	
Student 4	3	0	
Student 5	5	0	
Student 6	2	1	
Student 7	5	1	
Student 8	6	2	
Student 9	7	1	
Student 10	3	0	
Student 11	3	0	
Student 12	2	1	
Student 13	5	1	
Student 14	5	0	
Student 15	3	0	
Student 16	5	1	
Student 17	4	1	
Student 18	1	0	
Student 19	8	1	
Student 20	7	1	
Student 21	4	0	
Student 22	5	0	
Student 23	8	1	
Student 24	7	2	
Student 25	8	1	
Student 26	7	1	
Student 27	5	0	
Student 28	5	0	
Student 29	4	1	
Student 30	4	0	
Total	144	19	163
%	88	12	%100

IV. DISCUSSION

The phrases that follow inflectional morpheme and derivational morpheme problems.

1-Inflectional Morpheme Problems

In the students' translations, there were errors in omission and addition nouns, verbs, and derivations. Students made omission errors because bound morpheme 's' was removed from nouns.

1-Omission of the Noun Inflection (s)

According to Corder (1974, p. 122) students make intralingual errors while attempting to build new words by mixing distinct morphemes due to their inability to utilize the official rules of the L2 language. Corder (1974, p. 122), added that students morphological challenges due to a lack of second-language knowledge, which are known as intralinguistic blunders, or due to the detrimental impact of L1 on L2, which are known as interlingual errors.

An omission is a morphological error in which a word is incomplete because an element or portion of an element is missing. Many students have made the mistake of commission noun inflection. In this phrase:

للطيور والحيوانات طرقا يتحدث بها بعضها مع البعض

The birds and animal have ways of speaking to each other

This sentence can be translated by students as: *birds and animal have many speaking to each other*. Several students removed the bound morpheme "s" from the words "animals" and "ways," which is seen as the omission of noun inflection, which signals the plural noun and its purpose to show plurality when it is tied to a noun. The student couldn't adhere to the norms or their carelessness is to blame for this error.

In this phrase:

وأول طريقة استخدمها الإنسان كانت برسم الصور على جدران الكهف

The first way of writing for human beings was to draw pictures on the walls of their cave.

This sentence can be translated as: *the first way of writing for human being was to draw picture on the wall of their cave*. Despite the fact that the noun is not usually followed by "s," students often add the "s" for some plural nouns, which is not needed, resulting in singular nouns, which could be owing to students' lack of attention to plural nouns and singular nouns.

2-Addition of Noun Inflection (s)

Addition errors are the polar opposite of omission errors. The presence of an element is used to characterize it. This element should not be included in the word.

In this phrase:

تمنى الإنسان البدائي الذي عاش على الكرة الأرضية الاتصال بالأخرين من البشر

The primitive man who lived on the earth wished to communicate with other human beings.

This sentence can be translated as: *the primitive man who lived on the earth wished to communicate with other human beings*. Most of the students added the morpheme "s" to noun "cave" and "earth", which is considered addition of noun inflection. The bound morpheme "s" in the plural form was the source of all errors in the students' translated text. These addition errors occurred owing to the participants' lack of knowledge and carelessness.

3-Omission of verb inflection

In this sentence:

تتناقل الأخبار السارة

Telling good news

This sentence can be translated by students as: *tell good news*. The students left out the "ing," from the verb. The "ing" was removed by some students, which doesn't signify the present simple verb.

Here is an English translation of the phrase:

قبل بدء التاريخ

Before history begins

This sentence can be rendered as: *before history begin this*. The majority of students, indicating the third singular, have omitted the "s" in the word "begin". All of the errors in the students' translation text were due to the omission of "ing", "s," and "ed" from the verb's end. Due to the student's lack of information and understanding, these additional errors occurred.

4-Addition of Verb Inflection

The majority of students appended "ed" to the verb that should not have been there.

In this sentence:

قبل بدء التاريخ

Before history begins

Students can translate this sentence as: *before the story started*. Students added "ed" to the word "start," leading the verb to shift from the present to the simple past tense. The suffix "ed" is appended to the verb, which is now required to be infinitive.

Here is an English translation of the phrase:

برسم الصور على جدران الكهف الذي يعيش فيه

Was to draw pictures on the walls that he lives

This sentence can be interpreted by students as *was to draw pictures on the walls that he lived*. These errors occur because of incorrect past tense marker placement.

The majority of these mistakes are caused by many circumstances, ranging from rule violations to the omission or incorrect insertion of a past tense marker. This type of morphological blunder highlighted the participants' lack of perspective on English tenses. The improper verb form, subject-verb agreement, and tense selection were among their faults. The majority of participants, for example, translated Arabic present tense into English past tense.

2-Derivational Morphemes Problems

Unlike inflectional morphemes, the students' derivation errors were limited to nouns and adjectives, and the other derivations in the other sections were correct. Morphological blunders generated by learners when they tried to build words by modifying the word class and adding a collection of suffixes to the beginning or end of the words. Students encounter morphological problems, particularly with nouns and adjectives; incorrect use of or suffixes causes problems with derivational morphemes.

1-Addition of derivation

Some students failed to change certain words into another word by derivation and adding suffixes to the words.

This is the phrase:

أول طريقة استخدمها الإنسان للكتابة

The first way of writing for human

When attempting to build a new word or convert a noun to an adjective, the majority of students employ suffixes erroneously. The majority of students inserted the suffix "ous" into words that did not require it, as well as incorrectly placed adjectives. The errors occurred because the students were unaware of the shifting terminology in the class. The students may have used this regulation without recognizing the restrictions it imposes. The participants revealed a substantial lack of perspective of the place of English modifiers and that modifier blunders are caused by their insufficient knowledge. Analysis revealed that the students were unable to select the correct verb forms.

2-Omission of derivation

Some students made mistakes when substituting words because they did not understand the part of speech or the English syntax.

Here is an English translation of the phrase:

تمنى الإنسان البدائي الذي عاش على الكرة الأرضية الاتصال بالأخرين من البشر

Primitive man who lived on the earth wished to communicate with other human beings

Students as can render this sentence: *primitive man who lived on the earth wished to communication with other human beings*. Some students used the verb "communicate" instead of the noun "communication" in their translated text. This might be credited with second-language knowledge and the implantation of the principles of the L2 language.

V. CONCLUSION

The research examined morphological problems that English students at Al Baha University face. There were two types of morphological problems: morphemes (derivational and inflectional). According to the discussion, morphological problems involve the derivation of inflection morphemes. The inflectional morpheme obtained a score of 144 errors with an error rate of 88 percent, while the derivation morpheme received a score of 19 errors with a 12 percent error rate. According to the data, there are more errors in the inflectional morpheme than in the derivation morpheme; the errors caused by a paucity of prospective linguistic differences and a lack of English language proficiency. The study concludes that there are more errors in the inflectional morpheme than errors in the derivation morpheme; the errors caused by a lack of understanding of linguistic traits and a scarcity of language fluency. These finds are similar to the findings of Somboon (2007) inflectional morpheme errors were more problematic than derivation issues. At times, linguistic quirks were to blame for the inaccuracies, as was the case in the Sabzalipour (2012) study. The study recommends that educational techniques be integrated with other language levels rather than being isolated from real-life circumstances and the significance of focusing on practical skills, the first of which is writing, because writing is the true measure of a student's capacity to produce strong and proficient language. The study suggests research into the relevance, interweaving, and complexity of morphological and semantic challenges for students. Further research into English word development would be required in order to generate new English phrases utilizing the concept of morphological processes; further research into English word development would be required.

APPENDIX. FRAME FOR ANALYSIS OF MORPHOLOGICAL ASPECTS

Arabic Translation

أن للطيور والحيوانات طرقا يتحدث بها بعضها مع البعض، فهي تحذر بعضها من الخطر، وتتنقل الأخبار السارة؛ لذلك يمكننا أن نقول انه في الماضي السحيق، قبل بدء التاريخ، تمنى الإنسان البدائي الذي عاش على الكرة الأرضية الاتصال بالأخرين من البشر.
وأول طريقة استخدمها الإنسان للكتابة، كانت برسم الصور على جدار الكهف الذي يسكنه. ثم فكر البشر فيما بعد في تبادل الرسائل المكتوبة. فكانوا يفعلون ذلك أحيانا عن طريق رسم مجموعات متجاورة من الصور.

English Translation

The birds and animals have ways of speaking to each other, of warning each other of danger and telling goods news. So, we can say that, in the far off days, before history begins the primitive man who lived on the earth wished to communicate with other human beings.

The first way of writing for human being was to draw pictures on the walls of their cave in which he lives. Later, humans thought of exchanging written messages. They sometimes did this by drawing groups of contiguous of picture.

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