

## Author's Intention versus Readers' Interpretations of *Izz Aldin Al-Shwaikh's Ahlam (Dreams)* Poem

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### ABSTRACT

This research investigates mature and immature readers' interpretations which may affect the author's intention of his/her literary work and whether the intended meaning by the original author may differ from the readers' interpretations. Therefore, the researchers investigate the Arabic poem of *Izz Aldin's Ahlam (Dreams)*. A questionnaire is designed and targeted 30 respondents. The original author is also contacted to find out what he means by the lyrics and a selected list of words which was chosen randomly by the researchers. The study concludes that readers brought their emotions into interpretation and the author intentions and readers' interpretations are somewhat different. Mature readers' interpretations were close to the author ones; whereas, immature readers were mainly different from theirs.

**KEYWORDS:** Author's intention, readers' Interpretations, Reader-response theory, mature and immature readers, and Close- Reading theory.

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### INTRODUCTION

Literary works are expressed in a context through authors' emotions, ideas, thoughts, and intentions. Therefore, every literary work at least has two different types of interpretations. One is created by the original author of the text and the other is obtained by the readers. Texts are merely words written to be read by readers. Thus, the reader has a vital and effectual role in completing this process and giving the text the meaning and the identity that must be fulfilled, also activated a silent piece of writing once it is read by the reader<sup>1</sup>.

Each reader has his/her way of thinking, understanding, interacting and interpreting any kind of literary work whether it is a play, novel, short story or a poem. As a result, a reader can add senses to any literary work and live the atmosphere of each work he/she reads. "A reader lives a thousand lives before he dies", said Jojen. The man, who never reads, lives only one"<sup>2</sup>. Thus, readers understand and interpretation of a text may differ from the intended author's meaning.

This study uses the reader-response theory started in the 1960s and 70s, particularly in the United States and Germany<sup>3</sup>. Reader-response theory recognizes that the reader is an important element in adding the real existence to the text itself and "what the student brings to literature is as

important as the literary text itself"<sup>4</sup>. Readers can read the text in isolation without caring about any details related to the author, in order to get a deep understanding and interpretation for the text. This is the main idea in close reading theory. The close reading theory is "a strategy in which children read and reread short, complex texts to improve comprehension"<sup>5</sup>.

Readers' interpretations and authors' intentions of a literary work are the key issue of this study in relation to the reader response theory. The study also illustrates the readers' effectual role upon the lyrics in terms of changing the interpretation as well as the meaning after they read the lyrics. The poem *Ahlam (Dreams)* /احلام by Izz Al-Din Al-Shwaikh is text that the study investigates. This poem is originally wrote and published in Arabic and translated later in English. The text interpretations are captured by the readers according to their personal experiences, which may give these lyrics different interpretations from the original author intentions. This research illustrates the difference between readers' interpretations and compares it with the intended meaning by the original author whom was contacted and being asked about his intended meaning of each verse in the text.

## LITERATURE REVIEW

### *Reader response theory vs. authors' intentions*

Reader response theory started and gained its prominence in the late 1960s, when a group of critics started asking questions about how readers' responded to a literary work. Reader response theory focuses on the reader or audience's reactions and interactions to a particular text, perhaps more than the text itself, also focuses on the value of their role in interpreting a text. Accordingly, the readers and authors have an equal importance in producing the meaning of a text and make it readable. Readers' response theory believes that readers' role is as important as the authors' role who write the literary text. Concluding that if an author writes his/her own work without readers' reactions or interpretations then as if his/her works do not exist. Readers' responses are constructing the value and the meaning of the text. The idea of that there is one interpretation and meaning in each literary work is being denied by such theory. Hence, "the unity we find in literary texts is impregnated with the identity that finds the unity; this is simply to say that my reading of a certain literary work will differ from one reader to another. Readers bring different kinds of exterior information to bear, and seek out the particular themes that concern them. They have different ways of making the text into an experience with a coherence and significance that satisfies"<sup>6</sup>.

Readers' interpretations give the work a real existence since every reader brings his/her emotions, experiences, feelings, memories, concerns and their imaginations as well, each interpretation is personal, unique and completely different. Literary work must be read and interpret based on the reader's personal associations and his/her emotion. "The reader must have the experience, must live through what is being created during the reading"<sup>7</sup>. Readers obtain as much, and more than they are told, they go beyond the literal meaning of the words in order to find the significances and unknown meanings. Authors depend on their readers' ability to do so.

The readers scan the page with their eyes, but their minds range up, down, and both sides, to gathered evidences to make sense of the presentation as whole. The establishers of reader-response theory argue that the literary works do not interpret themselves<sup>7</sup>.

Reader-response theorists believe that (i) the reader's role cannot be omitted from our understanding of literature; (ii) readers do not passively consume the meaning presented to them by an objective literary text; rather they actively make the meaning they find in literature; and (iii) that readers actively make meaning, suggests, of course, that different readers may read the same text quite differently; (iv) readers might interpret the text differently in two different occasions depending on the surrounding variables, the different situations that the reader is being involved in where it may affect their experiences<sup>8</sup>. The poem examined in this study was being sung by the Moroccan artist *Emy Hetari*. It spread widely in a short period of time. The Emotional pictures that the poem has attracted the Arabic audience to read and listen to this text. The artist's emotions and feelings expressed in singing the lyrics clarify much of the text's messages itself. This may explain that the literary work gains importance and value simply by readers' interpretations through different experiences, emotions, interpretations, and reactions<sup>8</sup>.

### ***Author's intention***

The Author's interpretations differ vastly compared to the readers' interpretations. After the researchers contacted the original author on March, 2018 at 2:58 PM and ask him about his intention and interpretation of his poem's lyrics in general, He stated that he wrote this poem (*Ahlam-Dreams*) through a hard time he had in the past and each lyric express a harsh experience of his. The original author illustrated that he conveyed his feelings with optimism, hope and happiness. This Arabic poem was written through listening to complaints from those who are depressed, have a difficult life and surrounded the author. These lyrics indicate a hard life circumstances that surround people. This poem was written as a story in which the author expresses his feelings such as strength, determination, and crash. Messages were expressed for human beings of each lyric such dreams pursuing despite the difficulties. People should face their problems and must ignore any obstacle they might have in their life in order to fulfil their dreams. Continuity and trying is the key issue for optimism and a happy life.

### ***Mature and immature readers***

It is not necessary that readers' interpretations are fully related with the authors' purpose. Literary works could have different meanings depending on the experiences of people<sup>9</sup>. According to Macmillan Dictionary, "mature reader is no longer young, and is considered to have the good qualities of an older person, for example the knowledge and experience of how to deal with particular situations" while "an immature person behaves in a silly way, as though they are much younger than they really are"<sup>10</sup>.

Emotional intelligence is linked maturity and immaturity. These terms are linked sometimes to people compliment or insulting as in (you are mature for your age/ you are immature for your age or you are acting immaturity). Maturity and immaturity of the readers too is related to

reading skills. “Maturity means to think, act like an adult and behave with wisdom, deal with problems on. A mature person is confident and has self-control he gets anger, while immaturity means to think, act and behave like a child, immature person does not think about responsibilities or consequences, and they avoid facing their problems he is more like to be dependent on other”<sup>11</sup>.

Mature reader	Immature reader
<ul style="list-style-type: none"> <li>• known as discriminating readers</li> <li>• Active prior knowledge</li> <li>• Understand task and set purpose</li> <li>• Choose appropriate strategies</li> </ul>	<ul style="list-style-type: none"> <li>• known as inexperienced readers</li> <li>• Start reading without preparation</li> <li>• Read without knowing why</li> <li>• Read without considering how to approach the material</li> </ul>

**Table 1: Differences between mature and immature readers based on Vritika<sup>11</sup>.**

### ***Close reading theory***

Close reading theory is “a strategy in which children read and reread short, complex texts to improve comprehension”<sup>5</sup>. This theory includes: using short passages and excerpts, diving right into the text with limited pre-reading activities, focusing on the text itself, Rereading deliberately, noticing things that are confusing, discussing the text with others, and responding to text-dependent questions. These elements help the readers to reach the highest level of focus upon the text, and get the deep meaning which help them to interpret the text deeply and giving all the lyrics the intended meaning<sup>12</sup>.

Close reading theory requires a great focus on the ability of readers to discover high-quality text by reading and discussing it. Therefore; the difficult texts do not abandon their meanings easily. It is necessary to re-read these texts closely; the first reading revolves around what the text says to understanding the content of the text. The second reading focuses on how the text works? How the author organized it? Why did the author select this word rather than others? And does it express meaning over another?<sup>13</sup>. Ardis states that “any piece of language, ‘literary’ or not, can be adequately studied or even understood in isolation”<sup>14</sup>. According to this theory the reader should read the text in isolation without caring about the author or the date of the text in order to get the deep understanding for the text.

### ***Izz Al-Din Al-Shwaikh***

*Izz Al-Din Al-Shwaikh* a Jordanian author who is 22 years old. His literary life started since his childhood. Poetry and Arabic language are passions of his since his early years. He memorizes The Holy Quraan and majors in Arabic language at a college level. His writings are poetic, related to positive feelings such as *The Guest of Months; Happy Eid; a Year Ago; What a beautiful Life; You are my Life, Hearts’ Please; Hidden Love, The Meaning of Love and One Word; The Life is a Hope; and Dreams (Ahlam)*. *Ahlam* (dreams) is the poem that this study investigated.

## STATEMENT OF THE PROBLEM

There is a disparity of readers' ability to comprehend a text so that some readers interpret a literary work differently. Author's intentions are not considered by readers where it may lead to different interpretations. Some scholars believe that the literary work has one meaning, and one interpretation which is the author's meaning; although, every literary work could have various meanings according to its readers. Others believe of no importance of readers' interpretations where it doesn't affect the literary work. Therefore, this study examines whether these views are considered and make differences in terms of understanding the literary piece and it reveals the differences of author intentions versus readers' interpretations.

## RESEARCH OBJECTIVES

This study attempts to achieve the following research objectives:

- (i) To investigate the readers' understandings and interpretations which impact their realizations of a literary work compared to the intended meaning by the original author.
- (ii) To illustrate the differences in readers' interpretations.
- (iii) To focus on the better understanding of a literary text and where that comes from the author or readers or both of them.

## RESEARCH QUESTIONS

This study investigates the following questions:

- (i) Whether the author intentions are different from those of readers' interpretations?
- (ii) How mature readers and immature readers may interpret the text differently?

## METHOD OF THE STUDY

This study is a qualitative and quantitative analysis investigating readers' interpretations of *Izz Aldin's Ahlam (Dreams) أحلام* lyrics versus the original author intended meaning. The researchers e-mailed and called the author of what is needed to be interpreted by the author. He was very supportive and helpful. The original author of the poem was contacted directly to collect all the needed information of his intention of each lyric. Then, the author has been asked about specific words in the poem and what does he mean by them. After that, a questionnaire has been constructed and targeted the participants. The targeted participants have been divided into two groups (mature and immature readers) and were asked about the same words which were obtained by the original author. Then, the questionnaire was sent to all participants too. Then, the data inquiry were collected and investigated.

The author's intention versus readers' interpretations of *Ahlam (Dreams)* /حلام poem will be studied and analysed according to Rosenblatt<sup>15</sup> who argues that the readers bring their emotions, experiences, feelings, memories and their intellectual communities into interpretation a text. Two kinds of reading were established (i) The efferent reading and (ii) aesthetic reading. The efferent reading is summarized by Moore<sup>16</sup> as taking specific information, such as reading most textbooks and readers are not usually interested in the rhythms or the prose style where they focus on obtaining a piece of information. Rosenblatt also suggests that "the reader's attention is primarily focused on what will remain as a residue after the reading - the information to be acquired, the logical solution to a problem, the actions to be carried out"<sup>15</sup>. While, aesthetic reading is defined by Smith as "to explore the work, the world, and one's self: In aesthetic reading, the reader's attention is centered directly on what she is living through during her relationship with that particular text". Therefore, this study shows how different type of readers' interpretation may affected the lyrics' meanings<sup>17</sup>.

### **Questionnaire**

A questionnaire is established and it includes a total of (8) questions. The first two questions are quantitative. The first one investigates the rate of readers who think deeply and give the closest interpretations to the author's intentions. The second question indicates the readers who are affected by this song. The rest of the questions are qualitative measurement of the readers' interpretations of the ST throughout their personal experiences. The questionnaire is an electronic version and has been sent separately to more than 200 participants. I have got only 30 responses. The separate responses were taken into account towards the data analysis. The first is to distinguish between the two types of readers (mature and immature ones); whereas, the second goal was to compare between the readers' interpretations and author's intentions.

### **Participants**

The total number of the participants is 30 students. 15 readers were college students from University of Jordan/Aqaba; whereas, the other 15 were primary school's students. They were of both genders (7 males and 8 females) and aged 6- 9 years old. The college students were regarded as mature readers, whereas the primary school's students were considered as immature readers. Those participations were chosen randomly of both genders (4 males and 11 females) and of different ages range between (18-45) years as a part of representative and "purposeful sampling"<sup>18</sup>.

The participants were provided by the open questionnaire electronically through the social media applications such as Facebook, WhatsApp, and E-mails. This technique helped the researcher to collect a separated answer of each variable in the questionnaire.

The researchers received 11 replies from females, in addition to 44 replies from audience through the questionnaire, and did not receive any replies from males. She uses all these replies in data analysis.

***The data sample***

The author and the readers were asked about their interpretations of each separately. A list of words, hidden symbols, and signs they represents were investigated. The following table is the list of words which they were asked about:

Words
Morning sun
Clouds of winter,
The moonlight
Continue my dream I will not be lose
The flower
Turn back my dream to the safe side
The eagle

**Table 2: The list of the selected words**

These words were chosen randomly since each one of them has more than one meaning or interpretation. This sample is useful where it illustrates the differences between readers' and author's intention and interpretations.

## DISCUSSION AND FINDINGS

The work without readers is like a river without water “A text cannot speak for itself: it needs a reader as well as a writer”<sup>19</sup>. According to reader-response theory, readers should play an important role in interpreting the lyrics of *Ahlam (Dreams)* /احلام by Izz Al-Din Al-Shwaikh. Readers' interpretations may provide a great value to the literary works. Therefore, this section analyse of the elicited data. The analysis of readers' interpretations vs. author intention is based on different criteria were used as the followings based on Bani Abdo<sup>20</sup>.

***Data collection and analysis***

The data were collected in spring of the second academic year semester of 2018, and then processed in response to the questionnaire posed through e-mailing and calling the author and sending the electronic questionnaire to the participants. The author's intended meaning of the listed words was provided in the following table.

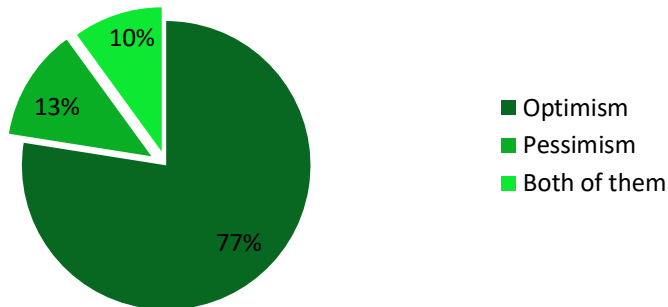
Words	Author's Intention
Morning sun	A source of hope and light, the beginning of new day and symbolizes the present and future.
Clouds of winter	The cover for the sky and stars that hides the light which is the source of hope in life. It symbolizes sadness and dispersion, while <i>winter</i> symbolizes loneliness, depression and sorrows that surround the human's heart in the bad time.
Full moon	That <i>Moon</i> is thrilling in its most beautiful shape. Symbolizes a source of light and hope and

	guides humans in the dark.
Continue my dream I will not be lose	Humans are lost without dreams to seek their goals.
Turn back my dream to the safe side	To dream again and again and stick to these dreams despite may not happen directly as individual wish.
Flowers	Symbolizes beauty, comfort, and evidence to a happy ending.
The eagle	A bird known of flying and staying in sky for long time. Symbolizes continuity and strength.

**Table 3: Author's intention of the selected words**

These words have been asked about to investigate the readers' role while interpreting the lyrics' poem; to clarify the differences between mature and immature readers' interpretations; to show if some interpretations are more valid than others, and to compare between the readers' interpretations versus the author's intention. These inquiries were clarified in the following responses of the questionnaire:

- ❖ Question number one: Do you think that these words give a feeling of optimism or pessimism? and why? The answers are provided in the following figure (1).



**Figure 1: Optimism vs pessimism**

- The findings show that a high percentage (77%) of the participants believe the following:
  - The lyrics symbolize 'optimism'.
  - This percentage of readers believes that the author has mentioned stuff which the person can feel of its importance when it's related to individuals' dreams and success in life.
  - Their dreams are crucial to them and they are ambitious to achieve them.
  - Dreams represent identity and without dreams life is useless.
  - They associate the word "dreams" to success in life.
  - They felt enthusiastic while reading these lyrics.
- On the other hand, there are few of them living without goals in life and that what the questionnaire shows. 13% of the participants answered 'pessimism'. They already relate the word "dreams" with illusionary thing. Some of them could not achieve their goals so

they do not have good feelings to dreams and hopes in general. Some of them connected this song with the past sorrows and bad memories, they said: “it Increases my despair; my dream is broken and will not be achieved only by the ability of God Almighty, and nothing was broken can be repeated and return it as it was”.

- 10% of the participants answered both of ‘optimism and pessimism’, they divided the lyric into two parts, pessimism at the beginning of the song and optimism at the end of it. Some of them said that: “it begins with weakness; sorrows and despair, then move to strength, stability and insisting on access the highest point”. Some said that: “the correct feeling is the feeling of reality; the lyric begins with express the despair and affects the human life in general, then the meanings gradient from despair to optimism, this gradient is closest to reality which makes the human feel optimism that ultimately”.
- ❖ Question two: Did the words of the lyrics directly evoke your feelings toward achieving your dream and reach your purpose in life? The answers are provided in the following figure (2):

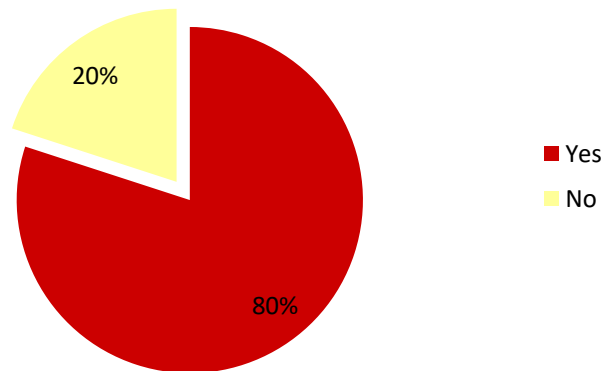


Figure 2: Yes vs. no

- 80% of the participants answered “Yes” depending on what they achieved in their life. They are affected by the lyrics and said that: "These lyrics are full of positive descriptions, enthusiastic emotions which give us motive to work hard and avoid Despair to achieve our dreams and hopes". Some readers believe that these lyrics give them a great chance to give their dreams more importance as well as, the lyrics tell them indirectly that they must take care about their dreams and encourage them to hold it very well by believe in it, to became achieved.
- 20% of the readers answered “No” they are not interested in achieving goals in his/her life, because they think that dreams are merely superstitions. Some readers said that: "such these lyrics do not evoke the feelings but it destroy the feelings and hopes inside the human, because it begin with Smashing and destruction words which make the reader alienate from it because of the devastating beginning".
- As mentioned in the previous question some of them could not achieve their goals so they do not have good feelings to dreams and hopes in general, so they believe that the dreams are something unbelievable.

- ❖ Question three: How can you interpret these lyrics generally?
- Through answering this question, most of the readers bring their harsh or successful memories and previous experiences. Some of them said: “I remember the difficulties that I faced through secondary stage, and it reminded me of joyful, happiness of my big success; I got first place in the Kingdom”. Others bring their emotions and feelings, so they said: “it is beautiful, purposeful, and delightful give pleasure and hopes, and positive energy, the human should not despair and face difficulties in life in order to achieve the desired goal”. Others said that: “It changes the feelings of the reader and affected upon him. Sadness does not continue, life gives opportunities to achieve dreams and human must stay optimistic, also the ambitious person who want to reach the top he should be patient”. Also others said that: “It encourages the human to overcoming various frustrations, and do not give up to the despair; full of deep and affective words about challenging the difficulties and faced it to destroy the despair, it brings back the life to miserable spirit”.
- On the other hand, some of them have pessimism look about life. They passed harsh experiences and believe that there is nothing can change their situation so they said: “it talks about heartache and destroyed hope; it is acceptable in terms of melody and voice, rejected in terms of words as a beginning. Anyone who will read or listen to it for the first time, at least he/she will say that “it is a disaster” and will not continue till the end”. Others said: “the person who wants to convey an optimistic message does not begin with words that are opposite to the message”.
- ❖ Question four: How can you interpret the following words? What is the intended meaning of the listed words?

The participants’ interpretations were based on their emotions and experiences; they interpret the selected words as the following:

### **1. *Morning sun***

- The readers interpreted that based on general situation of life. They said: “this word signifies activity, optimism, hard work, love and passion, giving hope, achieving dreams to a brilliant life. It symbolizes the bright future and seeing things clearly”.
- Others believe of the idea that dreams like a home that saves lives and their future. Those readers said: “safety, activity, purity and optimism in the morning sun as it illuminates our way towards a better future”.
- Others interpret it as a continuity of everything. They said: “new day and hope, looking for the best things, new hope far away from bad things, it symbolizes an early waking up to leave despair aside and achieve dreams”.

### **2. *Clouds of winter***

- Readers get affected by winter positively or negatively. Their feelings are brought into interpretations. They said: “It is good because it carries rain, life, tenderness and

goodness that come after rains such as a beautiful spring”. Some others interpret it as “sadness, discouragement, laziness, unawareness, darkness, negativity and worries”. They mentioned something bad and connected it with clouds of winter through saying: “it symbolizes with the submission and slackness in working, and past failings.

- A few others of clarifies that the author mentioned this word to give an advice. They illustrate that through many interpretations as: “it symbolizes a turning point from pessimism, sorrows and the futile way of life. Humans should avoid depression frustration”.

### 3. *Full moon*

- The participants relate this expression to good things that happen to human in life. It symbolises perfect dreams and hope. They state that: “full moon indicates beauty inside the dark. It is also symbol of hope, light and fulfilled goals that come after a hard work and efforts. It’s an optimistic expression for bright living circumstances of perfection. Full moon refers to the right path to our goal and to get rid of the things that hold people back in life.

### 4. *Flowers*

- The participants mentioned that *flowers* are related to life beauty and the good feeling after achieving success. They mentioned that: “it’s like an open road to happiness, good opportunities, and positive results. It reflects optimism and smooth continuity in life paths”. Others state that: “flowers are symbolizes a new life full of soothing things”. Others mention that “complicated things have an end. Positive people in life are the brightening side that give a feeling of strength, beauty, and happiness.

### 5. *The eagle*

- All participants connected this word with the power and strength that enable human to do everything. They state “it is the strength to achieve dreams. It symbolizes strong motivation and enthusiasm toward progress. The eagle signifies strength, freedom and speed”. Some of them state: “humans must fight to achieve their ambition, confident and power. They also mention the power of the eagle to fly fast as a power to work hard”.

### *Mature and immature readers’ interpretations*

- The differences between mature and immature readers’ interpretations are clear. Mature readers read the lyrics carefully with interest. They focus on each word which led them to give deep meanings and interpretations as they state that lyrics talk and encourage them to start over after a bad experience and to never stop dreaming till achieving the desired wishes. They believe in challenging themselves of difficult times.
- Immature readers find some words difficult to pronounce or to interpret. As a result this led them to misinterpret the intended meaning of these lyrics. They read carelessly without a focus. They read the first few lines without much focus and directly interpret these lyrics of pessimism and negative feelings since it uses sad words that indicate a loss of hope for those readers where they were not interested to read the whole poem.

The researchers asked those two groups to interpret the listed words mentioned above and their answers were as the following table (4) shows:

Listed Words	Author Intentions	Mature Readers	Immature Readers
Morning sun	The source of hope and light, the beginning of new day and symbolizes the present and future	Taken positively; new hope; good future; new day; new beginning; happiness; and positive feelings	Taken Negatively; Summer; hot weather; high temperature; and solar eclipse
Clouds of winter	A cover that hides the sky and the stars, and light. It is the source of hope in life; it symbolizes sadness and dispersion, while the winter symbolizes loneliness; depression and the cold that surrounds the human's heart when they are in bad situations.	Past experiences; depression; sadness; giving up; weakness; negative feelings	Winter; cold weather; low temperature; rain; rainbow; thunder and lightning
Full moon	The full moon gives a thrilling motivation; source of light and guides humans in the dark.	Perfectness; great endings; gleams of hope; optimism; and lightness.	Night-time; one of the phases of the moon; lunar eclipse.
Continue my dream I will not be lose	Humans are lost without dreams; Therefore, People should keep dreaming and seeking their goals.	Continue working hard in order to achieve dreams; the human is lost without a purpose in life.	Someone was sleeping and dreaming and he wants to continue dreaming.
Flowers	Re-dream and stick to your dreams and be positive about achieving them.	Beautiful colors; nature; positive probabilities; beautiful endings; beauty with weakness and the positive options and abilities that the human finds it in his life.	Beautiful smell; love; beautiful colors; and gifts
Turn back my dream to the safe side	This expression symbolizes beauty; comfort; and it's an access to happy ending.	Finding hope again; holding our dreams and believe in them once again.	They state that the person who is sleeping and dreaming was woke up suddenly and then went back to sleep to regain the dream
The eagle	A bird known of flying and staying in sky for long time. The eagle represents the keen look and strength too.	The strength of sight; have a purpose in life; ability of flying, confidence; freedom, resistance and stability.	Kind of birds with a sharp voice.

**Table 4: Mature and immature readers' interpretations**

### The Results

The data were analyzed to investigate and examine readers' interpretations for " *Ahlam (Dreams)* /حلام" by Izz Aldin Al\_Shwaikh as well as to explore the differences between the author intentions and readers' interpretations, and how mature readers and immature readers may interpret the text differently. Chandler<sup>21</sup> and other formalists state that readers are the one extract the meaning of the text through the text. The discussed results explore that there are differences between the author's intentions and readers' interpretations. Previous experiences, past event and memories are brought when the readers have interpreted the lyrics. Their feelings were very important to clarify their interpretations where results vary from a reader to another. Readers brought different insights into what they really feel about the poem and were different from the author's ones<sup>21</sup>. The readers read the poem without any biographical or historical backgrounds of the text or its author and they only focused on the text as Anderson believes that readers should read any text with no interference of the author interpretation<sup>22</sup>.

The poem reminded the mature readers of struggles to achieve their goals. Mature readers interpreted the poem different all according to their hard life circumstances. On the other hand, immature readers associated their interpretations to their failure, lost hope, and a dream which never came true. Those immature readers only thought of the lyrics as a rhythm (song) and didn't care much about the poem itself. They liked the singer's voice. The selected list of words was interpreted clearer by mature readers than the immature ones. The following table shows these interpretations and most related to author intention.

The Selected Words	Clear Interpretations
Morning sun	The source of hope and light
Clouds of winter	The sun light's cover
Full moon	The source of light that guides the human in the dark
Continue my dream I will not be lose	Humans are lost without dreams
Turn back my dream to the safe side	Re-dreaming and stick to these dreams though it may not happened.
Flowers	The beauty, comfort, and the evidence to access happy endings
The eagle	Flying and staying in sky for long time.

Table 5: The author related interpretations by mature readers

### CONCLUSION

Scholars as Anderson<sup>22</sup>; Chandler<sup>21</sup>; Bani Abdo<sup>20</sup>; Rosenblatt<sup>15</sup>; Ista<sup>12</sup>; Ghandehari<sup>1</sup>; Smith, et al.<sup>5</sup>; Vritika<sup>11</sup>; and Tyson<sup>8</sup> believe the meaning of a text does not depend only on the author intention but readers interpretations too. They argue readers bring their emotions, experiences, feelings, memories and their intellectual communities into interpretation a text. They also believe that readers are as important as authors who write the texts.

As the analysis shows, the author intentions and readers interpretations of *Ahlam (Dreams)* /حلام by Izz Aldin Al\_Shwaikh.irst are somewhat different. The writing style of the poem is modern Arabic, which is characterized by the use of the simple formal Arabic language with clear meanings, which is easy for the vast majority to understand. The author maintains the poetic

weight and rhyme. The targeted readers indicate that the poem was very sensitive easy to get attached to. Readers have interpreted the poems with no historical, cultural, or biographical backgrounds. Mature and immature readers interpreted the text differently. Mature readers' interpretations were close to the author ones; whereas, immature readers were mainly different from theirs.

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