

- Title of the research project:** Recreational Reading as a Leisure Activity: Perspectives from Georgian and Finnish Hearing and Deaf Students
- Basic information:** These focus group interviews provide qualitative explanations of the general attitudes towards reading among Georgian and Finnish hearing and deaf students, as well as the influences from individuals and environmental factors that affect their actual reading behaviour, both negatively or positively.  
(Five focus groups have been carried out: three in Georgia and two in Finland. In total, 22 students took part in interviews).
- Location:** Finland / Georgia / All focus groups were carried out at school premises; in a free classroom and took 40-45 min each.

### Introduction

- Introducing myself. My research interest and ongoing research.  
*Special remark: an introduction is carried out using sign language with deaf participants; the role of the translator explained.*
- Collect the informed consents; notify the participants about confidentiality, explain the procedure of transcript and anonymisation of text (including coding the names and all potentially identifiable information, including name of school, names of teachers, nicknames etc.
- Briefly introduce DMP (Data management plan), focusing on the terms and conditions of deleting and storing the interview files.
- Ask for any questions and ask for permission to record.

### Start of the Interview/ Explain ground rules:

1. No right or wrong answers. We are interested in your personal opinion and perspective.
  2. You do not have to agree with anyone else in the room; everyone might have different ideas.
  3. There is no such thing as a desired or wanted answer.
  4. We all listen to each other.
  5. We turn off the phones to secure the uninterrupted procession of the interview.
- **Define the terms** (*in this case recreational reading: synonyms: free time reading, leisure reading, extracurricular reading: encompass any reading that students engage in voluntarily, selecting their topics or formats, whether within or outside the school premises. Recreational reading is not given a task, is not evaluated and does not have a set deadline by the teacher*).

**Interview questions:** (*interview questions are grouped into three categories, which respond to the categories in an applied theoretical framework, the integrated model of planned behaviour. The questions are prepared based on guidelines on using the theory of integrated model as a theoretical framework (Montano et al., 1997).*)

### 1. General feelings about performing the behaviour (experiential attitude).

- How do you view voluntary reading/ What is your general attitude towards reading?
- What do you think is the purpose of voluntary reading?
- What do you think the extended voluntary reading results in? /outcome/
- How do you feel when you think about reading?
- How often do you read?

### 2. Influences from individuals, close networks or society (perceived norms)

- Who influences your choice of a book?
- How often do your family members or friends read?
- How often do you discuss books or literature with your friends/family?
- What reading modalities do you perform (audiobooks, movies, drama, etc.)?

### 3 Situational or environmental restrictions affect behaviour performance (skills, knowledge, resources,9

- How often do you have an intention to read?
- How often do you read?
- What external factors affect your actual reading behaviour?

### Closing

- Ask if participants want to add something.
- Thank the participants.

**Focus groups are prepared based on the following literature:**

- Donaldson, J. L., & Franck, K. L. (2016). *Needs assessment guidebook for extension professionals*. University of Tennessee, Institute of Agriculture. Retrieved from <https://www.chl-pacific.org/wp-content/uploads/2023/04/Needs-Assessment-Guidebook-for-Extension-Professionals.pdf>
- Jacob, S., & Furgerson, S. (2015). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2012.1718>
- Montano, D. M., Kasprzyk, D., & Taplin, S. (1997). The theory of reasoned action and the theory of planned behaviour. In K. Glanz, B. K. Rimer, & F. M. Lewis (Eds.), *Health behaviour and health education: Theory, research and practice* (pp. 67-99). San Francisco: Jossey-Bass.