## Discursive constructions of transformative experiences in (interviews from) a study abroad program

```
Example 1: Becky 21:08, 793-94, "figured out"
778
      INT: do you have any feelings there:,
779
            or do you just think oh it's different.=I have to deal with it.
780
            (.)
            *"thinking" gaze upward*
                **slight head shake**
                                         ***slight shoulder shrug***
781
      BEC: *uh **(0.2) ** I think ↑it's ***f↑ine.*=it's just*** di[fferent.]
782
      INT:
                                                                     [<u>o</u>kay. ]
783
            it's [just ] different [okay. ]
                                         [*nod
                 [ *smiles* ]
                                                 *nod ]
      BEC:
                 [*°yea:h.°*]
784
                                         [*yea:h=*ah.] <<smile voice> I've go-
                     *moves hands in gesturing position*
785
            I've got *like a* system go- like going.>=
            =so I don't like (.) buy too much,
786
      INT: m h[m,
                                   *swipe w/r/hand*
               Γ
787
      BEC:
               [and while they're *scanning,=*
               *bagging gesture*
788
            =I *put a few things* in my backpack?
                     *moving items sideways gesture*
789
      BEC: and then *grab the other [things°] off the table;*
790
      INT:
                                      [°y:eah.°]
                              *hands/arms back to home position*
791
      BEC: °and then finish *up.° .h*
792
     BEC: °yeah.°
793
      BEC: so I- I have like (.) it k- it kind of figured out for
794
            the <u>gr</u>ocery stor[e,
795
     INT:
                                                        *slight shoulder shrug*
                             [m [hm,
796
      BEC:
                                [a:nd but like (.) uhm *post office, * and like
797
            (0.4) other stores °like bookstores,°
798
     INT: veah?
                *shoulder shrug* **nod**
799
                              **like** there's not as much like (.)
      BEC: uHm *(0.4)*
800
            to [worry] about.=
801 INT:
               [no. ]
802
    BEC: =>yeah.<
```

OND April 30, 2015 - Waterloo, Canada

Grit Liebscher (<u>gliebscher@uwaterloo.ca</u>) & Emma Betz (<u>embetz@uwaterloo.ca</u>)

117 118 119 119a 120 121 122 123 124		<pre>i'm not sure if it is in ukraine; but i just know like (.) throughout my life my: mom and my grandma and my dad would always tell me like- ^h &lt;<quoting> no becky don't do- eh it's sunday don't do any work; like don't do don't clean your room don't do homework just just relax.&gt; ^h i'll be like i don't understand why; so i'm not gonna.</quoting></pre>
125		*nod nod*
126	BEC:	so i always like did homework and so. *and stuff.*
127	BEC:	<sup>°</sup> hh um and <b>now i just kinda get it</b> and it just kinda=
		*C smiles, nods*
128		= <u>cl</u> icks that *it's like °it's your relaxing day;°*
129	BEC:	even though i di:d like um °h still do homework while
130		i was in germany on sundays.
131	INT:	<u>o</u> kay.
132	BEC:	um (.) ah i still took the time to like go out and
133		like relax a bit.
134	INT:	m_hm.
135	BEC:	hang out with some friends-
136	BEC:	even if it's like ove:r like lunch; *C nods*
137		*(0.2)
138	BEC:	1
139		(0.2)
140	BEC:	yeah.*
141	INT:	just to do some stuff with other people.
142	BEC:	m_hm.
143	INT:	okay.
144	BEC:	get away from the work.
145	INT:	okay.
146		(0.2)
147	INT:	and wha' what what other kinds of differences;
148		i mean that's a pretty that's a pretty big one.

## References:

- Benwell, B. & Stokoe, E. (2009) *Discourse and Identity*. Edinburgh: Edinburgh University Press.
- Harré, R., & Van Langenhove, L. (1991). Varieties of positioning. Journal for the Theory of Social Behaviour, 21, 393-407.
- Kinginger, C. (2004). Alice doesn't live here anymore: Foreign language learning and identity reconstruction. In A. Pavlenko & A. Blackledge (Eds.), *Negotiation of identities in multilingual contexts* (pp. 219-242). Clevedon, UK: Multilingual Matters.
- **Kinginger**, C. (2011). National identity and language learning abroad: American students in the post-9/11 era. In C. Higgins (Ed.), *Identity formation in globalizing contexts:* Language learning in the new millennium (pp. 147-166). Berlin, Germany: Mouton de Gruyter.
- **Kinginger,** C. (2013) Social and Cultural Aspects of Language Learning in Study Abroad. Philadelphia: John Benjamins.
- Kramsch, C. (2013). The translingual/Transcultural imagination. In J. L. Plews & B. Schmenk. Traditions and Transitions: Curricula for German Studies (pp. 21-36).
- Kramsch, C., & Whiteside, A. (2008). Language Ecology in Multilingual Settings. Towards a Theory of Symbolic Competence. Applied Linguistics 29(4), 645-671.
- Sidnell, J. & Stivers, T. eds. (2013) The Handbook of Conversation Analysis. Oxford: Wiley-Blackwell.