Table 1.
Study 1. Participants: Demographic information

Pseudonym	Age	Children	Marital status	Work	Gender
1. Flaka	36	3	Married	Unemployed	Female
2. Shota	43	4	Married	Unemployed	Female
3. Hekuran	55	2	Married	Unemployed	Male
4. Hana	48	6	Widowed	Unemployed	Female
5. Djella	42	2	Married	Unemployed	Female
6. Dora	49	2	Married	Unemployed	Female
7. Gentiana	40	3	Married	Unemployed	Female
8. Era	39	0	Married	Unemployed	Female
9. Lejla	52	6	Married	Unemployed	Female
10. Hila	47	4	Married	Unemployed	Female
11. Jona	47	3	Married	Self-employed	Female
12. Ulpiana	40	0	Single	Unemployed	Female
13. Vala	56	4	Married	Unemployed	Female
14. Besa	49	0	Married	Unemployed	Female
15.Bashkim	56	0	Married	Employed	Male
16. Uma	71	6	Divorced	Unemployed	Female
17.Enisa	54	7	Married	Unemployed	Female
18. Geta	42	3	Married	Unemployed	Female

Table 2.

Study 2: Analytic process

Step 1: Familiarisation with the Data	Reading the transcripts and taking notes.
	First selections made of instances where WRSs' identity was invoked, and where gender categories were invoked.
Step 2: Identification of Key Themes	The analysis draws on the principles of discursive and rhetorical psychology (Edwards & Potter, 1992; Billig, 1996) with a focus on investigating how survivors' identities and the meaning of the law amendment were constructed in the rhetorical context (identifying key themes).
Step 3: Identification of Interpretative Repertoires	Key interpretative repertoires, which are defined as recognisable ways of talking (Potter & Wetherell, 1987), were identified.
	Focus was given to constructions of meanings and realities; how categorisations were being constructed, and how agencies were being attributed or diminished in invoked discourses.
Step 4: Action Orientation of Discourse	Focus was oriented towards the function of the talk/text (Wiggins & Potter, 2017).
	The analysis seeks to understand what is being accomplished by the talk/text in social interactions by identifying rhetorical/discursive devices that are used in the text, such as extreme case formulations (Pomerantz, 1986), category entitlement (Potter, 1996), and disclaimers (Hewitt & Stokes, 1975).

Step 5: Subject Positions	The focus is shifted to analysing how speakers positioned themselves and others through/within the interpretative repertoires they used (Davies & Harré, 1990).
Step 6: Discussion of the Analysis and its Wider Implications for the Topic	Key results of the analysis were summarised, and the main findings discussed in a broader context.