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**English-Arabic Code-switching among English Department
Students and Teachers at Saida University: Patterns,
Functions, and Attitudes**

A thesis submitted as partial fulfillment of the requirements for the degree of *Master in*
Didactics.

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Declaration of Originality

I declare that this submission is my original work. It contains neither materials that have been published before nor written by another person nor materials that have been accepted for another degree or diploma of a university or other institution.

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Dedication

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

{وَمَا تَوْفِيقِي إِلَّا بِاللَّهِ عَلَيْهِ تَوَكَّلْتُ وَإِلَيْهِ أُنِيبُ }

وما بلغنا النهايات إلا بتوفيقه
فالحمد لله رب العالمين

وما سلكنَا البدايات إلا بتيسيره
وما حققنا الغايات إلا بفضلِهِ

*To the one who gives me unlimited, unconditional, eternal love. To the light that illuminates the darkness when the days grow dark, the one that has been the source of my strength, the first supporter, the tender heart that her prayers surrounded me in every step. Words can never thank. My endeared beloved **Mother Malika**.*

*To the hands that never stopped caring. The clouds that shade me through the searing days. To the one who guides me to the right and restores me when I deviate. To my hero and my right-hand man. My forever protector, **Father Abdelkader**.*

*To my siblings **Chahd & Yakoub**. The smile that cheers up the weighted days. To the anchors which never fall and the support that never disappoints. You were always my biggest cheerleaders and never let me doubt my abilities.*

*To the tiny soul whose laughter relieves my heart, to **Ghaith**.*

*To my safe space and allies. To those who push me through the hardships and always believe in me. To the friends who share with me the path, my day-one friends **Fatiha & Asmaa**.*

Your presence has been a source of serenity in every concern.

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Abstract

Code-switching is a widely spread linguistic phenomenon and a common practice in EFL classrooms. This linguistic behavior has been a topic of debate among supporters and opponents. The study was conducted at the English department at Saida University. The main purpose of this study is to investigate English-Arabic code-switching in the Algerian university context. It seeks to explore the patterns of code-switching used by teachers and students in the classroom, as well as the interactional functions it serves. By focusing on naturally occurring classroom interaction, the study addresses a gap in the literature concerning the use and role of code-switching in Algerian EFL classrooms. Also, it aims to assess teachers' and students' attitudes towards the use of code-switching in classroom interactions. A mixed-method approach was used to accomplish the study aims. Data were collected through classroom observations, in which the sample consisted of participants at all levels, seeking many code-switching cases as possible. This was accompanied by structured questionnaires for 10 teachers and 48 students randomly chosen from all levels. The research results reveal that discourse-related and participant-related patterns of code-switching emerge in both teacher-student and student-student interactions. Particularly, code-switching functions as a pedagogical support and classroom management strategy in the classroom. Teachers have a positive attitude towards using it as a support, but not for affective support. Students also have a positive attitude towards using this linguistic practice. The study highlights the importance of code-switching as a bilingual behavior in EFL classrooms at Saida University and helps to raise awareness among teachers and students that CS can be used for checking understanding, scaffolding, and supporting learning. Also, teachers can use it as a strategy for managing misbehaviours, corrections, and language choice negotiation.

Key words: code-switching, discourse-related, participant-related, English-Arabic, classroom interactions.

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List of Abbreviations

CS: Code-switching.

CA: Conversation Analysis.

AA: Algerian Arabic.

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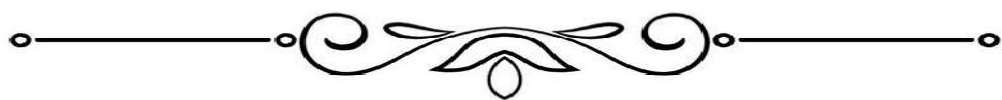
List of IPA Symbols

ء	ə
ث	θ
ج	ʒ
ح	ħ
خ	x
ذ	ð
ش	ʃ / ʒ
ص	s ^ʰ
ض	d ^ʰ
ط	t ^ʰ
ظ	ð ^ʰ
ع	ʕ
غ	ɣ
ق	q
ي	j

List of Jefferson Transcription Symbols

[]	Show overlapping talk.
=	End of a turn and beginning of the next without gap.
(.)	Brief interval, usually between 0.08 and 0.2 s.
(1.4)	Time (in seconds) between end of a word and beginning of next.
<u>Word</u>	Underlining indicates emphasis (the word or the syllable)
Wo:::rd	Colon indicates prolonged vowel or consonant.
↑	Marked shift in pitch, up (↑) or down (↓).
↓	
.	Final falling intonation (.)
,	Slight rising intonation (,)
?	Sharp rising intonation (?)
° °	Degree sign indicate syllables or words quieter than surrounding speech by the same speaker.
WORD	Upper case indicates syllables or words louder than surrounding speech by the same speaker
Word-	A dash indicates a cut-off.
>word<	Right/left carats indicate speeding up.
<word>	Left/right carats indicate slowing down.
.hh	Inbreath.
hh.	Outbreath.
whhord	Aspiration within a word.
W(h)ord	Laughing while talking.
(word)	Uncertain word.
(())	Analyst comments or descriptions.

Adapted from the transcription conventions presented in Belaskri and Drew (2023)



General Introduction



General Introduction

Language alternation is a linguistic phenomenon common in bilingual communities. It was the focus of linguists for decades, and is still a captivating topic in the current research landscape. Code-switching (CS) encompasses the alternation of two languages within the same conversation. Studies on this linguistic behavior differ between approaches and across contexts. Using this strategic practice in the Algerian university context is exceptional, especially in the English department, where teachers and students are expected to speak the English language. Switching codes to Arabic (or Algerian Arabic) is a captivating phenomenon that deserves exploration in order to examine how bilinguals adopt CS for communicative purposes.

Studies on CS in educational settings receive global attention. Within Algerian universities, researchers have studied English-Arabic CS from different approaches, among which the structural and social approaches are the most dominant. However, the sequential organization of CS in interaction was not sufficiently addressed. This failure to consider the moment-by-moment analysis of CS in classroom interactions is the motive to conduct this study, adopting the conversational approach to CS.

The study is a contribution to the literature of CS in the Algerian context, since it applies conversation analysis as an approach to investigate how and why CS is used by teachers and students in classroom interactions. Also, the study attempts to foster understanding of CS as a strategic practice bilinguals use to manage their interactions.

The study aims to investigate the various CS patterns teachers and students adopt while they interact in the English department at Saida University. In addition, it seeks to determine the variable functions English-Arabic CS serves in classroom interactions. Along with exploring teachers' and students' attitudes towards the use of CS. Both teachers and students are speakers of Algerian Arabic as their mother tongue and English as a foreign language.

To this end, the study addresses the following questions:

- How do teachers and students use English-Arabic code-switching to manage classroom interactions?
- What functions do teachers and students use CS for?
- How do teachers and students view the use of Arabic in classroom interactions?

Based on the listed questions, it is predicted that:

- Teachers and students use different patterns of English-Arabic code-switching as an interactional resource to facilitate classroom communication and maintain the flow of the interaction.
- Teachers are most likely to switch codes for telling jokes and quoting proverbs, whereas students use it to explain a complex concept and as a solution if they lack the vocabulary.
- Teachers have negative attitudes towards CS and restrict its use, while students favor CS for explanations and support in oral discussions.

To fulfil the objectives of the study, a mixed-method research design is adopted. It encompasses using qualitative and quantitative data collection tools to gather data from all teachers and students involved in the English Department at Saida University. The two instruments include classroom observations and structured questionnaires for teachers and students.

This study consists of three main chapters. The first is a literature review where the researcher builds the theoretical framework of CS. It reviews studies related to teachers' and students' use of English-Arabic CS in university classroom interactions. The second is centred on presenting the methodological procedures. It addresses the sample population, research instruments, and data analysis plan. The last chapter is dedicated to the data analysis and the findings discussion.



Chapter One Literature Review



1.1. Introduction:

The complexity of human communication and our ability to speak different languages have opened crucial gateways to understanding several linguistic phenomena that have raised vital debates in literature, such as code-switching. The purpose of this chapter is to examine in depth the foundational knowledge of code-switching and shed light on previous studies done. Therefore, this chapter is organized into four main thematic sections. First, the theoretical basis of code-switching is synthesized. Second, patterns of code-switching are analyzed, differentiating discourse-related and participant-related code-switching. Third, highlighting its functions and examines its purposes in the classroom context. Lastly, the chapter provides insights into the attitudes of both teachers and students towards this phenomenon.

1.2. Code-Switching from Structure to Conversation Analysis

Code-switching has passed through systematic theories over time. Researchers' diligence and eagerness to discover more about this behavior have resulted in a structured and clear framework to understand code-switching, which is 'Conversation Analysis.'

Code-switching has been extensively studied by many researchers (Jacobson, 1950; Haugen, 1950; Gumperz, 1957; & Auer, 1989). These researchers conducted a variety of studies and provided insights into CS. These contributions mapped the foundational understanding of this linguistic phenomenon.

Fundamentally, Jacobson (1952) merged the ideas of phonological co-occurrence within the same utterance (Fries & Pike, 1949) with the formation theory (Fano, 1950), which emphasized that codes functioned as tools to convey meaning, not language itself. To coin the term "switching codes". This contribution viewed code-switching as a psychological phenomenon of decoding. Conversely, subsequent studies on bilingualism adopted a structural view. Linguists like Haugen (1950) focused on predicting which language was used in a given moment. He defined CS as a behavioral phenomenon that involved embedding a non-integrated word from another language. Years later, the term "code-switching" was officially introduced to bilingualism research by Vogt (1954). The turning point in this chain was when Gumperz (1982) initiated a functional view of CS and defined it as a

‘contextualization cue’ that conveyed social meanings and controlled human communication (Alvarez-Caccamo, 1998).

This influential work was the cornerstone of the ‘conversation analysis’ approach to CS, which Peter Auer has developed. His advancement in this field led to a whole transformation and addressed all the overlooked facets of CS. According to Auer (1984), conversation analysis is a thorough research paradigm of all aspects of CS and a gradual analysis of the progress of the conversation to understand the language choice and the way meaning is built. Wei (1998) agreed with Auer’s idea on CA and added that what comes before and after the switched statement is the core of CA. Also, he echoed Auer’s principle and argued that CA “it is about how the meaning of code-switching is constructed in interaction.”(Wei, 1998, p.169)

Auer (1984) set two principles of analyzing CS from the CA approach. He asserted a sequential conversion of spontaneous speech into written text, the way it happened in its real context, but paying special attention to conversation details that can be missing, such as pauses and hesitation. Complementing this, meaning is constructed in conversation by all participants; it is the product they intended to achieve. For this reason, the analysts’ interpretation is fully dependent on the participants’ understanding, which is revealed in their behavior, more specifically, on how the recipient reacts to utterances. To this end, CA neglects the opinions and focuses on “the visible-observable techniques, strategies, signals, etc. by which participants make themselves understood, display their understanding of co-participants’ utterances, check on their being understood by co-participants, etc.” (Auer, 1984, p. 6)

In other words, language alternation is the broader term for every situation in which two languages are used alternatively within the same conversation (Auer, 1984). He identified CS as a form of language alternation, defining it as the switch from one language to another that occurred in an exact moment in speech. Additionally, it was not unsystematic but rather characterized by its sequential arrangement. Studies on this linguistic act have developed from being a psychological event to a contextualization cue that organizes speech; this evolution was motivated by the analyst’s incomplete understanding of this behavior. In other words, this view was motivated by the difficulty in analysis to reach a definitive objective explanation for the precise psychological purposes and effects of CS.

1.3. Approaches to Code-switching

Research on bilingualism has been and remains an attractive topic, particularly the endless and unique characteristics of CS in bilingual interaction. The context and individual differences make CS a captivating topic of study throughout the years. Researchers took divergent paths to examine CS. They ended up with four main approaches to CS; which are the structural approach, the psychological approach, the social approach, and the interactional approach.

1.3.1. *The Structural Approach*

The structural approach to CS was defined as a method that examines the grammatical rules of controlling CS in interaction. It demonstrated that it is not random but systematic and regulated by two rules. The first rule focused on switching after a complete word to avoid any word fragmentation. The second rule regulated the occurrence of CS only when the L1 and L2 met and aligned to avoid impossible or wrong CS. (Poplack, 1980)

Poplack (1980) identified three types of CS from a structural approach. The first is intra-sentential CS, which is the complicated type and is used by speakers with a high level of proficiency; it requires grammatical knowledge of both languages, where speakers must know how to control two languages in one sentence. The second is inter-sentential CS, which is used by less proficient speakers; this type takes place at sentence boundaries, and each one upholds its grammatical rules. The third is tag-switching, which does not involve any grammatical changes; speakers use fillers, interjections, tags, and idioms at any part of the interaction.

This approach was mostly used to study CS in natural interactions; Alkhawaldeh (2019) studied Arabic-English CS among female students using the structural approach and found that intra-sentential CS was the most repeated type. Students' mastery of language played a significant role in deciding which type of CS to use. If they were competent, they code-switched within the same sentence at the word level and blended two grammatical systems, whereas if they were less proficient, they tended to CS between two clauses, each in a language.

The context and individual differences make the relationship between CS types and the level of awareness a debate. Boudraoui (2019) found that bilingual students in peer

interactions used inter-sentential switching naturally and unintentionally; their interactions were flawless and indicated proficiency in both languages.

Conversely, she claimed that they consciously employed intra-sentential switching in situations where they considered which language to use in the current context. In addition to that, they utilized interjections that reflected students' acquaintances with these common and frequent words.

Hannachi (2020) built on this idea and added that students adopted inter-sentential CS to express a full idea in one language and another idea in a different language. This was a conscious switching they relied on to elaborate, provide explanations, demonstrate fluency, and the ability to control over two sentences in opposing linguistic systems. On the contrary, students consciously switched and merged words from dissimilar languages to avoid conversation breakdowns while searching for the word. He described this as a 'force of habit'. Intra-sentential CS is the label for this natural characteristic of bilingual interaction.

According to Canggung Darong & Guna (2023), EFL teachers employed the three types of CS as communication strategies. Inter-sentential CS dominated teachers' use of two languages to simplify ideas, provide examples, rephrase, and enhance retention using the students' L1. Intra-sentential, on the other hand, was used to breakdown ideas and make them clear. This type was perceived as a tool for stimulating effective communication. Tag-switching was the least used type; it was adopted to highlight information and facilitate comprehension. This approach represented the widely used approach by researchers to investigate CS. However, it only examined it at the sentence level and cannot explain how it is organized in conversation.

1.3.2. The Psychological Approach:

The psychological approach to code-switching examines the cognitive and affective features that impact bilingual interaction. As argued by Clyne (1991), there are lexical units that belong to different languages of the speaker or the speech community; they are referred to as 'trigger words' which evoke other items from the other language.

Additionally, CS exposes the speaker's psychological features, including how they see themselves, perceive their attitudes and identity, their beliefs about their abilities, and how they control their emotions, for instance, anxiety, anger, and joy. In most bilingual

interactions, this can be manifested in hesitations, pauses, embarrassment, and the willingness to show competence (Clyne 1991).

Rihel (2005) investigated CS from a psychological approach, and the data revealed strong evidence that the use of proper nouns in L1 frequently caused code-switching. Also, discourse markers had a valuable role in stimulating and aiding switches; she claimed that speakers did not necessarily continue in the switching.

Rahimi and Eftikhari (2011) expanded the previous study and asserted that proper nouns alongside discourse markers strongly triggered code-switching because they usually did not have an identical match in the other language. In their study, both teachers and students occasionally continued switching after mentioning a proper noun.

As mentioned earlier, some personality aspects can be disclosed by language. The study of Gregersen (2003) revealed that students with intense anxiety perceived themselves as non-proficient with low competency, which would prevent them from getting into a deep, complex conversation. They also feared ruining their self-image, and they worried about others' evaluations. In that case, they focused on the form, tracked errors, and used CS to L1 as a solution. Cognitive and affective features were not always reflected in CS, and scrutinizing CS from this approach did not provide a holistic view of how CS structures speech and shapes context.

1.3.3. The Social Approach:

This approach examined the drives of the alternation in relation to the speaker, the receiver, the setting, the level of formality, and the topic to analyze social meanings in interaction. CS serves two main social functions. Situational CS, which is the result of a change in components of the situation. Metaphorical CS carries implied and metaphorical meaning that the speaker intentionally tends to convey by CS. (Blom & Gumperz, 1972).

Years later, Mayers-Scotton (1993), critically evaluated Bloom and Gumperz model. She challenged their arguments' validity by providing a new model; she referred to as "the Markedness model". She divided the speakers' language choice into two categories: "unmarked" which was the expected and default language choice, which society anticipated would be chosen based on social norms, and "marked" which stood for the unexpected and unusual code.

In the academic context, Al Masaeed (2013) claimed that students adopted unmarked CS to solve language problems like requesting vocabulary assistance and seeking “accommodation”. It also functioned as a maintenance tool that helped to prevent conversation breakdowns and maintain speech. While marked CS was adopted to preserve their image, it was also used to clarify the source of an error, guide the direction of the conversation, signal either seriousness or friendliness, and create a more personal interaction through humor.

In line with the previous study, Prelovskaja (2013) defined marked CS as conscious and derived by the intention to give explanations, showing identity and support, quoting, and using humor. On the contrary, unmarked was unconscious and was exhibited to fill a lexical gap, communicate effectively, and convey emotions. This approach addressed the limitations of the discussed studies. However, it neglected the fact that CS is an act that speakers use to make themselves interactionally intelligible.

Overall, each criticism of an approach led to the presentation of a new model of studying CS. Each approach defined language alternation in a specific and unique way, which provided a solid foundation that paved the way to a more comprehensive and detailed analysis of CS by scholars who became more interested in the moment-by-moment exploration of language in use.

1.3.4. The Interactional approach

Auer (1984) argued for the necessity of developing a framework that unified the infinite number of CS analyses. He attributed this need to the ‘context’ which controlled CS meanings, which may occur in situations that appeared similar but were never the same. To analyze the patterns within the conversation, interpret the meaning, and address all the underrepresented elements of CS, Auer presented a model with two core patterns, which were “discourse-related and participant-related code-switching”; each type was characterized by a set of replicable patterns that are sensitive to the context.

1.3.4.1. Discourse-related CS:

Discourse-related CS refers to using CS as a contextualization cue to mark a change in participants’ roles, topic, and activity. This pattern was defined as being the switch that organized conversation. It indicated a change within the conversation; managed the interaction, and contributed to its development (Auer, 1984). This type established social

meaning, which bilingual speakers employed it to ‘contextualize’ verbal actions and structure talk-in-interaction (Chanseawrassamee & Shin, 2009).

In what comes next, we will synthesize Auer’s theoretical framework with Chanseawrassamee and Shin’s empirical observations. To this end, discourse-related CS serves four main patterns:

a) Change of participant constellation

Sacks, Schegloff and Jefferson (1974/1978) suggested that turn-taking is organized through two components. On the one hand, the turn constructional component, which helps the listener to predict the possible end of the turn. On the other hand, the turn allocational component, which gives rules for the allocation of the turn. The speaker assigns the next speaker, if this fails, a random speaker self-selects. Otherwise, in the event allocation and self-selection fail, the current speaker may carry on their turn.

Building on this foundation, Auer (1984), presented the idea of participant constellation. He argued that CS is a contextualization cue to direct changes in the participant constellation, i.e., speaker, addressee, listener, and bystander. Speakers use this practice to structure participation through three prototypical types. The first, speakers switch languages to include non-addressed speakers. Second, they code-switch to narrow participation and exclude addressees. Finally, non-addressed or bystander speakers alternate languages to integrate and hold a turn in the interaction. Chanseawrassamee and Shin (2009) drew upon Auer’s idea and reinforced that CS is a medium of maintaining a conversation. They argued that speakers switched codes to “grasp the turn” in the interaction, which was referred to as narrowing by Auer; they also may negotiate turn-taking. This allowed participants to edit the participants’ framework.

b) Sequential subordination

As argued by Auer (1984), a side-sequence is a local meaning of discourse-related CS that has an initiation and termination. When someone initiates a side-sequence, it delays the main speech and does not require an action from the other participants. He argued that a common type of side-sequence is repair. It fixes a problem within the conversation, then, speakers alternate back to the main language to carry on the main topic of conversation. Side-sequences occur within the conversation to prepare conditions for the next event or clear up a situation when failing to interpret the meaning intended to be conveyed, engaging in a sub-

conversation off-topic using CS, and then they switch back to the language of the main discourse (Chanseawrassamee & Shin, 2009). This permits participants to organize the major and subordinate lines of talk.

c) Double-Cohesion:

The expected and normal development of interactional structure is characterized by a direct relationship between language choice and the footing; a change in the language typically alerts a change of the footing. Discourse-related CS represents a tactical departure from this pattern. It occurs when two contrasting scenes happen at the same time from two different participants and ultimately require two different responses. In this case, the speaker tends to build a sentence where their topical words answer the addressee, whereas the language choice (the CS itself) answers the other person, aligning with their previous utterance; manifesting that they have been heard, all within the same sentence. This two-part link helps the speaker to handle this complex conversation without ignorance or a sudden shift of the conversation focus (Auer, 1984).

d) Guiding Preference Organization Patterns:

This pattern describes how participants use CS to show social actions to organize their interactions. The conversational sequence provides paired utterance expectations: question-answer, request-granting, or denial. Some responses are ‘preferred’ indicated by acceptance and agreement; they are given directly and effortlessly. Whereas other responses are ‘dispreferred’, reflected in refusal, rejection, disagreement, and ignorance, the responses are delayed, marked with pauses. CS is used as a contextualization cue to deliver a strong order or frustration; it also can be used to mark boundaries (Chanseawrassamee & Shin, 2009)

1.3.4.2. *Participant-related CS:*

Participant-related CS is motivated by the speaker’s features and characteristics; speakers show projection to use one language over the other, and it is interactionally evidenced by the speakers’ persistence to choose this language (Auer, 1984). Later in his book *Code-Switching in conversation* (1998), Auer extended this definition and proposed a two-part criterion of CS analysis. First, CS is driven by the speaker’s intentions and the social identities they want to present or to negotiate. Second, they switch as a response to the situation and aspects of the addressee to the language they find appropriate. This refined work showed that the switch highly contributes to the sequential development of the conversation and how individuals navigate language choice.

To actualize this idea, one central task of this procedure, as highlighted in Auer's work of 1984, is finding a common language of interaction that all participants agree on. The typical case for this is when speakers' preferences are opposed; this controversy finishes when the abandonment of one choice paves the way for the other participant's preference to be the dominant language of the current interaction.

Wei and Milroy (1995, p.284) concisely hooked the structure of this participant-related CS, noting that it "invites assessment by participants of the speaker's preference for and competence in one language or the other". This affirms that participant-related CS is performed through two different yet interrelated patterns.

a) Preference-related CS:

As argued by Auer (1984), this pattern is driven by speakers' features. The participants' preference is established in the interaction, at the moment of speaking through the selection, maintenance, persistence, or even resistance of the selection of a particular language. It is represented through language negotiation sequences and displayed through many examples of CS situations. Two main examples of these findings are outlined as follows:

- ❖ Interactional coherence: Switching in an obligatory non-optional turn like question/answer, which is highly cohesive, demonstrates strong preference for the language, in contrast to switching in an optional turn like elaborating, which is low cohesive.
- ❖ Turn reformulations: it referred to as self-initiated self-repair; the speaker switches to their preferred language and within the talk, they immediately correct and reformulate it in the main language of the interaction. They subtly communicate their preference to avoid any language negotiation. This repair can be either a correction to rectify an inaccuracy and cancel the statement or it can be an elaboration, adding many details without cancelling the previous statement.

b) Competence-related CS:

In this type of language alternation, Auer (1984) proposed that the switching is stimulated by the participants' language proficiency; this sub-pattern has two aspects. The speaker must pay attention to the recipient's linguistic insecurities to adjust their language

choice accordingly; the switch accommodates the addressee's language proficiency. Also, the speaker's own language deficiencies are marked by clues like pauses, filler words, and faltering; as a result, they switch to save themselves and fix the glitches in their speech.

1.3.4.3. *Patterns of Code-switching in Conversation:*

After establishing a solid foundation of CS patterns from a conversation analysis viewpoint. The primary focus of this section is on how these patterns are applied in classroom interaction, drawing on both teachers' and students' cases.

According to Liebscher&Dailey-O'Cain (2004), German-English bilingual students code-switched because of a gap in linguistic proficiency. It was exemplified in lexical retrieval difficulty and marked by pauses and hesitations. In this case, students adopted CS as a rapid solution; they switched to the language they feel confident speaking. Sometimes this situation caused 'self-language negotiation'. In many cases, students accommodated each other's preferred language. In addition, they made side comments to express difficulty in clarifying or elaborating an idea, as well as to express an opposing opinion, and to firmly assert their stance. These examples represented participant-related code-switching in an academic context.

On the other hand, CS can be used as a way to get involved in a conversation and structure its roles besides changing its subject. Moreover, they used it to quote someone else's words, to narrate and perform different voices. Also, students engaged in self-repair to avoid conversation breakdown. This reflected discourse-related code-switching in the classroom (Liebscher & Dailey-O'Cain, 2004).

According to Ziegler et al. (2012), multilingual students who speak Luxembourgish, German, and French fluently as their first languages used these multilingual abilities in the classroom when providing answers to the teacher. They may introduce a new code suddenly or rephrase the answer in another language to signal importance. The next turn is characterized by the teacher's evaluation of CS to L1, so whether they accept it by repeating it, ignore it, or softly correct it by translation to the target form. In addition to that, the teacher may request talking in the target language only, underlying the student's language choice.

CS patterns differ across contexts; this orientation towards this behavior in university did not receive much attention and importance despite a thorough search. Also, this indicates that very little or no research was done in the context of Algerian Arabic to bring to light

participant-related and discourse-related patterns teachers and students apply within their interactions.

1.4. Functions of Code-switching:

CS in conversation serves different functions; speakers tend to index and contextualize them in an organized speech. Functions go hand in hand with patterns. Core functions as mentioned by Alfonzetti (1998), are as follows:

a- Self-repair: Cs can be used to correct and rebuild different reparanda, which can be errors and mistakes made during speaking, like having lexical retrieval issues (memory lapses). Also, they might be looking for the exact word to use in the situation, and CS is a quick fix for such a slip. Self-repair using CS is a spontaneous technique used by bilingual speakers to clear up mistakes and maintain a cohesive interaction (Alfonzetti, 1998). She further noted that CS serves as a restorative item in speech overlap. When two speakers talk at the same time, CS helps to structure and organizes the sequence of the conversation.

- ❖ Side-sequence: speakers always tend to make comments out of the main conversation topic. Usually this can be done in another code by bilinguals, and then they switch back to the dominant language. Cs works as a non-verbal cue to indicate a pre-closing of the interaction. (Alfonzetti, 1998)
- ❖ Storytelling: Alfonzetti(1998) noted that CS marks the start of the story, whether by making a short opening for the story as an announcement or directly starting to narrate in the new language. Also, it sets the conclusion of the story by switching and then returning to the main conversation. Moreover, she explained that switching can spot different parts of the story; speakers can code-switch to situate the events, report the exciting or important parts, quote characters, and make comments or points of view on the story.
- ❖ Topic change: CS marks a change of topic, signalling that something different will be stated. This does not indicate that language is specific to certain topics; rather, CS is a conversational sign for a new idea to be discussed. (Alfonzetti, 1998)
- ❖ Setting off quotations: In bilingual conversation, speakers usually use a different language to quote others. This does not necessarily mean that the language used aligns with the original language of the quotation. However, deep analysis shows that CS is a conversational tool to demonstrate contrast

“in order to differentiate the plurality of voices taking part in discourse.”
(Alfonzetti, 1998, p. 207)

In the view of Wei (1998), speakers interpret in context their preferred or dispreferred answers, organize roles in conversation, perform different conversational activities like side sequences, to facilitate reopening and reengaging in the discussion, or reorient it to a different focus and set its boundaries. CS functions as a resource to reflect social meanings in language by switching, such as displaying attitudes, preferences, and identities.

1.4.1. Functions of CS in Classroom Interaction:

Zentella (1981) studied English-Spanish code-switching and argued that CS served pragmatic functions that emphasized how language was used within specific contexts beyond the literal surface meaning, for instance, to soften the effect of warnings, make side comments, and comment on language forms.

Additionally, Sert (2015) stated further that teachers often initiated code-switching to encourage participation and check or reinforce understanding. This was usually observed after a pause to manage and uphold the interaction. Furthermore, he found that teachers used CS to provide examples and illustrations that helped students' retention. According to his study, teachers' CS usually triggered students' switching languages. He found that teachers may have asked for direct translation of a word in L1, and then used it to teach L2. Also, teachers indirectly induced students' CS to fix a conversational trouble. In such cases, teachers responded by repeating the word in L2, or started a talk about which language is the medium of the interaction. They decided whether to allow the L1, ignore it, or correct it. (Sert, 2015)

According to Bertrand (2017), students code-switched from English to Korean to preserve conversation continuity and smooth progression, in addition to simplify understanding and clarify the message to be easily interpreted by listeners. Shabani et al. (2022) studied English-Albanian. They added that it worked as a source for fixing students' own talk, repeating the utterance, signaling a topic and role change, adjustments with others' preferred language, and quoting others.

Ataşand Sağın-Şimşek (2021) studied teachers' code-switching in Turkish during classroom interaction, and they found that CS performed crucial interactional activities. Teachers used Turkish code to call for students' participation, encourage interaction, elicit

answers, and clarify to make it easy to grasp. They argued that this was carried out using discourse markers. They noticed that teachers used CS to translate and facilitate understanding, as well as to preserve the continuity of coherent and clear conversation. Besides, they employed it to alert to a transition of the class focus. Lastly, teachers took advantage of CS to take control over some classroom issues like noise and to ensure clarity and comprehension.

They also studied students' CS in the classroom, notably the use of discourse markers, for different purposes. Students were able to express disagreement and different opinions, requesting or giving corrective feedback to their classmates. They used L1 for making jokes, to facilitate learning, to exhibit and assert comprehension, and to ask about task instructions and steps.

As noted by Kelkoula (2018), students code-switched when facing a lexical gap and to discuss certain topics in Arabic. She asserted that students used CS for affective purposes, such as to communicate personal matters and to express humor in the classroom. Conversely, Belghith and Fethallah (2023) focused on teachers' CS in the classroom. They reported that teachers employed Arabic for pedagogical purposes. They used it to capture students' attention, foster students' engagement, simplify understanding and implemented it as a preface for teaching L2. Also, they emphasized that teachers switched codes for affective purposes such as raising students' self-perception and building rapport. These studies indicated that very little research has been done to uncover the functions of English-Algerian Arabic CS teachers and students use in classroom interaction.

1.5. Attitudes towards Code-switching:

This section explores the perceptions of EFL teachers and students concerning CS use in the classroom. Previous studies demonstrated that while teachers and students acknowledged the significance of this phenomenon in higher education, they displayed different views on adopting CS. In what follows, we will be discussing previous studies on attitudes towards CS.

As stated by Yao (2011), CS was seen as a supportive technique rather than a weakness or deficit in language proficiency. Both teachers and students expressed positive attitudes towards CS. They supported using it in grammar and vocabulary sessions and for

pedagogical purposes like establishing a suitable classroom environment. However, they exhibited nonalignment on CS implementation. Students expected CS for explanation and understanding more than teachers do, while teachers used it for establishing or maintaining discipline, narrating, motivating students, and creating respectful and friendly relationships.

Despite the results of Yao (2011), Adder and Bagui (2020) found that teachers exhibited negative attitudes towards the use of CS. Teachers admitted the advantages of CS in the classroom as an aid for understanding, but they were worried about the over-reliance on CS, which generally, they believed that it impeded learning.

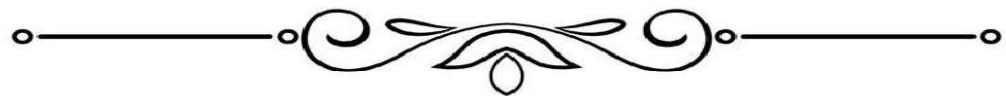
Ousseini (2024) built on this; the findings indicated that students showed favor for CS as a scaffolding tool only when using it to explain and clarify a key idea or procedure. This action was determined by students' level of proficiency. On the other hand, they displayed negative attitudes. He pointed out that students viewed CS as an impediment and hindrance to the progress of the learning process. Students argued that CS to Arabic was inappropriate for EFL learners. For them, CS would only block and prevent progress in the direction of language mastery.

According to Fekkar (2021) study of students and teachers attitudes towards the use of CS, students showed a positive attitude and agreed with teachers' usage of CS for pedagogical purposes. This occurred mostly to explain complex terms and for classroom management, in which they claimed that it could work as an attention directive. On the other hand, results demonstrated that teachers agreed with CS implementation for constructing a strong and friendly relationship with students. This helped refresh the classroom atmosphere and allowed for humor. Also, most of them believed that clarifying meaning was effective when they switched. In contrast, they disagreed with the point that it facilitated understanding, and it supplied specific equivalents not available in the English language.

1.6. Conclusion

This chapter provided an overview of previous studies on CS studies. It presented various approaches that examined CS as both a grammatical and social phenomenon, with more emphasis on the interactional approach. Therefore, it deeply addressed patterns of code-switching from a conversational analysis approach to provide a foundation for the analysis that will be implemented in the next sections. Furthermore, this chapter provided an overview

of various studies that explored CS and its functions in the academic context, alongside studies on attitudes of teachers and students towards this phenomenon.



Chapter Two Methodology



2.1. Introduction

The methodology chapter serves as the architectural plan of any scientific investigation. The purpose of this chapter is to ensure transparency, which is achieved by documenting every step carefully, from participant selection to data analysis, along with justifying each decision. With this in mind, it provides readers with a detailed account of how this study was conducted, enabling them to assess the research's credibility. This chapter not only focused on a mere description of the methods but also provided comprehensive reasons for tool selection, demonstrating how each aligned directly with the research questions and objectives.

The chapter is structured into six subsections following this introduction. Section two is dedicated to the choice of participants and sample population, with important criteria of selection. Section three addresses the setting description, demonstrating the temporal and physical setting in which the study was conducted. Section four is intended to discuss instrumentation and justifications of choices. Section five presents an explanation of conversation analysis as the analysis method of the study, providing a theoretical basis, analysis procedures, and the techniques of examining the data.

2.2. Population Description

In research methodology, the population refers to the entire group of people and entities that share common characteristics the researcher is interested in generalizing the study findings to; it is broader and more clearly defined (Sheppard, 2019). The larger group from which the sample was chosen consisted of all English teachers and students enrolled in the Department of English at the University of Saida during the 2025-2026 academic year. The study's targeted population comprises teachers and students at the Department of English involved at different levels. They are speakers of Algerian Arabic (AA) and English. The rationale behind this is to capture and examine naturally occurring and spontaneous interactions in their classroom context.

2.3. Sample Population

A sample population is defined as the targeted group from which data will be collected (Sheppard, 2019). In the present study, specifying a targeted sample for conducting classroom observations is challenging due to the nature of the phenomenon studied. This

study did not involve any specific sample population. The choice for this orientation was intentional because the study strives to investigate the phenomenon itself in any context in which it occurs.

The study was conducted in a context where English is the dominant and the formal language of communication, so opportunities for code-switching were expected to be rare and limited. This made the necessity to expand the sample size to include all English students from different levels to collect valuable, valid, and rich data. This orientation allows for flexibility and repeatability of the study.

For conducting the questionnaires, this study adopted a random sampling to choose the targeted sample that represents the whole population. The sample consisted of 50 students from all levels. The researcher picked 3 to 4 students from each classroom, randomly choosing students from the front, middle and back of rows and mixing between boys and girls. Participants' ages ranged between 18 and 40 and were registered in Bachelor's and Master's programs. All the respondents answered the questionnaire. However, two of them were excluded as they did not answer all the questions, so the number of participants is 48. Besides, to explore the teachers' role in shaping and integrating CS in the academic context, 10 teachers were randomly selected to complete a questionnaire.

2.4. Research Setting

The study was conducted at the Department of English, University of Saida, located in the west of Algeria. The Department of English provides Bachelor's and Master's programs in English studies. It serves a large number of students and employs 70 full-time teachers. Students and teachers are both speakers of AA and English which constitutes the likelihood of CS from English to Arabic for different purposes.

Data were collected in a classroom environment where teachers and students interact naturally during their regular classes, which was a natural, calm, but highly interactive environment. Some classrooms were arranged in a U-shape with digital interactive boards, while others followed the standard layout. The noise level differed from one class to another, depending on the nature of the subject and the topic under discussion.

As a pilot phase, preliminary data were collected during the first semester. The main data collection started during the second semester of the 2025-2026 academic year. The observations were regularly scheduled for one day per week. The total duration across all recordings was twelve and a half hours of recorded classroom interactions, one and a half an hour per a record.

2.5. Research Methodology

Research is a systematic investigation using scientific methods. It examines a phenomenon carefully, studies a subject in order to find new information, and figures out answers to research questions (Kim et al. 2017).

This study employs a mixed-method research design, which incorporates collecting and analyzing both quantitative and qualitative data. A mixed-method approach was selected to collect varied insights into CS and to understand it from different standpoints.

The qualitative side of this research involves gathering naturally occurring data to provide a comprehensive understanding of CS. The data are collected using classroom observations, audio recordings, and field notes. Transcripts of the recorded classroom interactions were later analysed for a detailed analysis. This research instrument allows an in-depth exploration of linguistic patterns and functions of CS in interactions.

The quantitative side of the research incorporates explaining students' and teachers' attitudes towards CS. We collected numerical data using a structured questionnaire. Data will be analyzed statistically and illustrated through charts and tables. This method allows the researcher to easily collect a wide range of data from a large group of people. In doing so, the quantitative data obtained from the questionnaires complement and enrich the qualitative data derived from the observations and contribute to producing reliable results.

2.6. Research Instruments

As with any other research conducted, instrumentation is the compass the researcher follows. Research instruments refer to any medium of gathering data; they are used to answer research questions and achieve research objectives. Each tool is assigned to a specific goal. They are used to collect data and achieve the predefined objectives. The study employed classroom observations and questionnaires. The former is used to collect naturally occurring

interactions to analyze patterns and functions of CS, while the latter was adopted to collect numerical data about learners' and teachers' attitudes towards CS.

2.6.1. Classroom Observation

The first research tool used in this study is non-participant unstructured classroom observations. The selection for this instrument was guided by several considerations. This study aimed to examine CS from a mixed method approach, which is why this tool perfectly aligns with this objective and directly collects data about students' and teachers' patterns and functions of CS. It provided a clearer view and a good understanding of CS. The observer always stepped away from the interaction and only documented and recorded data to avoid any bias or influence.

Classroom observations were used to document real, spontaneous and authentic conversations where teachers and students code-switch. They were organized using field notes, which contain the date, time, and the topic. All observations were unstructured since CS is a rare phenomenon. With this in mind, this tool facilitates collecting all code-switched utterances.

Taking into account that it's difficult to predict which linguistic patterns and functions can arise, structured observation would risk failing to notice unanticipated but significant cases. While it requires the researcher to manage real-time data gathering and recording, this was crucial to catch authentic interaction in its natural setting.

Observations were conducted for almost four months. A pilot study was conducted during the first semester to practice recordings and note-taking, to check where to sit and when to start and end the observations. The first attempts helped in the preparation for the essential means the observer needs and aspects they have to pay attention to during the observation session.

2.6.2. Questionnaires

The questionnaire is a quantitative research tool to collect data from a large sample. It refers to answering a number of questions in a written form that the researcher intends to study (Kim et al. 2017). It seeks to gather numerical data from a specific group without generalizing the findings to the whole population, and it is in the form of a list of questions to be administered to participants (Sheppard, 2020). This is a widely used research instrument,

which consists of a series of questions and either provides predefined answers participants choose from or allows them to freely provide an answer to the question.

This research adopted this instrument due to its importance and the validity it added to the study. Also, it is an effective tool to collect data about participants' attitudes and opinions about CS. While this study employed classroom observations, a questionnaire was a suitable tool to understand participants' viewpoints on the phenomenon being studied.

The questionnaire guided the plan to get answers to the third question of this study, which was about teachers' and students' attitudes towards the usage of CS. It focused on how they perceived its implementation in classroom interaction. Moreover, the questionnaire was used to complement the observational data collected.

A structured questionnaire is the type used to guide participants through predetermined answers they choose from, which are Likert scale questions that measure the participants' agreement or disagreement with particular CS behavior. 10 hard copies were distributed to teachers and 50 hard copies were dispensed to students from all levels in the department.

2.7. Data Analysis

Research data can be seen as the key to answering the research questions. These clues are useful when integrated into a set of analytical procedures. These procedures allow the researcher to compare and contrast variables, describe a group of entities, and analyze language and patterns. Kim et al. (2017) emphasized that data must be closely and rigorously analyzed and assessed to search for information that helps the exploration of the phenomenon being studied and provides answers to the research questions.

The analytical procedures differ depending on the type of data collected. The focus of this section is to delve into the idea of how the researcher proceeds in analyzing quantitative and qualitative data. This section provides the plan followed to examine rigorously CS to understand its patterns, functions, and what both teachers' and students' perceptions of its usage in the classroom.

2.7.1. *Analysis of Classroom Observation*

Qualitative data analysis encompasses finding support for the investigation of the topic through examining words, phrases, and sentences (Kim et al. 2017). This is the qualitative side of this study, which endeavors to explore the different linguistic patterns that CS teachers and learners engage in during interactions and their functions. This type of data can be analyzed in different ways, determined by the study objectives. To this end, this study opted for a conversation analysis approach to analyzing verbal speech.

Based on the pioneering work of Harvey Sacks, Wooffitt (2005) defined CA as a methodology of talk-in-interaction analysis that treats language as systematic and sequentially organized. It depends heavily on depicting and explaining naturally occurring data. Besides, it views verbal speech as a social act used to get things done, alongside focusing on the fine-grained elements of speech, including dysfluencies and non-lexical aspects represented by precise transcriptions.

Auer (1998) identified CA as a methodological approach that considers interaction as conversational events. He stressed that it investigates how speakers convey meaning in the context they build and change through language choices. Another key point, according to Li (1998), Auer advocated for a conversational-analytic approach to study CS, which prioritizes participants' own understanding demonstrated in their actions in next turns, to reach meaning created in the moment of interaction.

To achieve the study objectives, conversation analysis (CA) was adopted as it mapped directly with the research questions, enabling the systematic identification of the various patterns and functions of CS that teachers and students produce in interaction. This methodology is ideally suited to the data collected from classroom observations, permitting the examination of different actions reflected in talk. Also, it ensured objectivity, and it is based on empirically supported evidence from the interaction. This study contributes to understanding the way CS is used in the Algerian classroom context.

The data collected for this study are teacher-student and student-student interactions. A smartphone was used to record data due to its practicality and accessibility, alongside depending on field notes to highlight time, document observations, and occasional transcriptions. During the real-time observations, the researcher sat as close as possible to the participants to ensure the highest possible audio clarity and capture any additional conversation details.

As a starting point, meticulous transcriptions were conducted at multiple stages to produce clear and accurate transcriptions and capture overlooked details like non-linguistic elements. Starting with a preliminary transcription of the conversation using the IPA system for Arabic statements. Then, data were transcribed manually using the Jefferson transcription system, which is a system that captures and preserves the natural characteristics of the conversation, such as laughter, overlapping speech, and pronunciation details that add authenticity to the transcription (Jefferson, 2004). Afterwards, subsequent passes provided para-lingual features in which overlaps were marked, intonations were noted by arrows, and pauses were measured in seconds.

Furthermore, Transcriptions were checked through listening to the recording and reading the transcripts concurrently to check for inconsistencies or inaccuracies. Above all, any identifying information was replaced, such as names, to ensure anonymity of the participants, in addition to deleting all the records after completing the research.

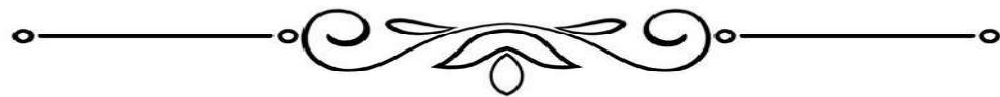
Subsequently, the context was described; mainly who was speaking, to whom, the setting they were speaking in, and what they were doing. At this stage, the researcher determined the turn in which CS happens. Then, the previous and following CS turns were reviewed so that the researcher analyzed what the CS was carrying out: whether repair, response, a topic shift, an emphasis, a clarification, a refusal, or turn management. Building on this, CS utterances were classified as either discourse-related or participant-related CS. Ultimately, interpretations were made in relation to the first research question. Within this analysis, functions of CS were identified.

2.7.2. Questionnaire Analysis

Questions in the questionnaires were of a Likert-scale type, which were used to measure attitudes using statements. Participants were asked to rate these statements according to their level of agreement and disagreement. These types of questions were analyzed using the Excel system, in which answers were coded, and results appeared in the form of numbers and percentages, which were demonstrated in charts and graphs. Then, patterns, differences, relations, and comparisons were revealed and discussed.

2.8. Conclusion

This chapter showed the methodological approach used to meet the research objectives. It identified the population and the sample descriptions, the setting, the methodology applied, and the instruments adopted, which are classroom observations and structured questionnaires with teachers and students. In addition, this chapter provided a detailed description of the quantitative and qualitative data analysis procedures. Findings of the data collection analysis will be presented and discussed in the following chapter.



Chapter Three

Data Analysis and Discussion



3.1. Introduction

The present chapter seeks to provide answers to the research questions. The main purpose is to present the analysis of the data collected, and the discussion of the results. It is divided into two sections. The first section is devoted to the qualitative data analysis and discussion. The second section is dedicated to the quantitative data analysis and discussion. In addition, it highlights the implications and limitations of the study.

3.2. Classroom Observation Analysis

As stated before, classroom observations were conducted in order to capture the different patterns of CS that teachers and students deploy in their interactions. In addition, to revealing the various functions it serves in classroom interactions. The interactions are transcribed and will be analyzed to answer the research questions. The observation is combined with conversation analysis (CA) of the interactions to overcome the limitations of the audio recordings in capturing non-verbal data.

3.2.1. *Discourse-related CS:*

In this section, we will analyze different extracts following Auer's (1984) approach. All the code-switched utterances in the transcribed sections of the recorded audios are discourse-related. In addition, they are grouped into functions.

3.2.1.1. *Managing interactional breakdowns:*

The following extracts are segments that come from different records. They are all classroom interactions involving teachers and students of the English language; however, they vary in the topic under discussion. Each extract is an independent sample of CS.

The analysis demonstrates that teachers use CS to Algerian Arabic (AA) to restore smooth conversation and mutual understanding. In regular classrooms, teachers ask questions and students may remain silent or participate randomly. This may result in interactional trouble where CS appears as a tool to resolve it.

Extract 1:

- 1 S1: good morning everybody ↑ So
- 2 (0.5)
- 3 S2: good morning
- 4 S3: good afternoon

- 5 S2: how are you?
 6 S1: my topic is= good. thank you. my topic is nostalgia and () I wanted to ask you
 7 S1: like (0.4) what (.) how do you define nostalgia?
 8 S2: it's the pain [of the past]
 9 S3: [the pain of the past]
 10 S4: [pain]
 11 S3: [pain of the past]
 12 S1: hayi: belwa'hed
 13 Ss: ((laughing))
 14 S2: ()
 15 S5: how we define nostalgia?

In this extract, S1 took the turn to present his idea. In line 7, he asked the question and opened the floor for students to answer. Subsequently, (line 7, 8, 9, 10), three students overlapped and answered in chorus. In line 12, S1 initiated other-repair, marked by a switch to AA to organize the classroom discussion order. He is remarking that only one student can answer at a time. In doing so, he is indirectly evaluating the students' chorus behavior as inappropriate and lacking order. As a response, students laughed and participated in a more organized way, which indicated their acceptance of S1 repair. The AA utterance functions as a side sequence, which interrupts the main talk. It contributes to establishing a classroom rule to organize participation.

Extract2:

- 1 S1: are you studying phonology?
 2 S2: huh ↑
 3 S1: ra:kum teqru phonology?
 4 (0.9)
 5 S2: I don't know if this linguistics or phonology I really [don't know I just]
 6 S1: [yeah, it's phonology I think]
 7 S2: really! ↑

In this example, as a result of S2's repair initiator "huh", S1 reformulated the question through switching-codes to AA. S1 provided the repair to fix S2's hearing incomprehension

problem. What is interesting about this interaction is that the interaction continued in English. This means that AA was used to solve the problem of the interaction progress.

Extract 3:

- 1 S: X X ((the student shout out his name))
- 2 T: Masmaʃteʃ wellah ma smaʃt
- 3 S1: X X
- 4 S2: X X

In this sequence, at the beginning of the session, the teacher was marking attendance for latecomers. S provided his name, but the teacher did not hear the student's name despite the latter's effort in raising his voice to make himself heard. In line 2, she used AA to open a self-initiated other-repair to fix a hearing problem. So, accounting for the fact that the student already repeated his name more than one time, the teacher reported that she did not hear the student. She continued by asserting a second time that her unhearing was genuine, which she then emphasized with the oath marker 'wellah' to strengthen the sincerity of the claim and to account for why another repetition of the name is needed. The CS to AA in this context was mobilized as a resource for dealing with or managing a persistent hearing problem that created an interactional problem for the progress of the ongoing activity, which is taking students' names.

Extract 4:

- 1 T: elision is guided by?
- 2 (2.4)
- 3 T: are you not following with me? Is the- is guided by?
- 4 (0.6)
- 5 T: da:jmen ki ngulkum guided maʃnetha ka:jen (0.7) ru:les↑ okay is guided by
- 6 ru:les >very good alright<

In this example, the teacher raised a question, and as a highly cohesive adjacency pair, a question requires an answer. However, in line 3, due to a long pause (line 2) without a subsequent answer from the students, the teacher followed up with another question that treated the absence of a response as a problem of lack of attention. Especially since the

explanation of the rule in question was provided only a few minutes before this sequence. Since the teacher provided an answer, this means that she treated the (0.6) second not only as a delayed response to emerge but as an indication that no answer is forthcoming. To help solve the problem of the continuity of the interaction, she came up with the answer. In doing so, the teacher worked to maintain the progressivity of the activity. Again in this context, the use of AA coincided with problem management and moving the activity forward.

Extract 5:

- 1 T: so English speakers often simplify difficult clusters what is a cluster (1.2) we
- 2 have just defined what a cluster is (0.8) ʃa:huwa ʔl cluster?
- 3 S: the sequence of consonants
- 4 T: =very good

The teacher in this example asked students to define “cluster”. The term was discussed earlier. The teacher tested students’ attention and reminded them that it was defined moments before. However, students did not show any attempt to answer, which created a problem of interactional development. Therefore, the teacher reformulated her question (line 2) this time using AA. The utterance occurred soon after the teacher’s reminder that the answer had just been made available to the students, meaning that they should know the answer. But in the same way as the previous extracts, AA emerges at a point where the completion of the ongoing activity is hindered, and it is used as a resource to solve a problem and maintain instructional progressivity. CS serves a discourse-related function: maintaining conversation progress.

Extract 6:

- 1 T: who says (.) /θ/ raise your hands (0.5) /θ/ raise your hands
- 2 T: (1.8) /θ/ yes ((three students raised their hands))
- 3 T: (1.2)
- 4 T: who says /ð/
- 5 T: (1.6)
- 6 T: /ð/
- 7 T: (0.9)
- 8 T: li jgu:lo /ð/ jervdo jedi:hom ↑

- 9 Ss: ((laughing))
 10 T: matefahmu:f
 11 (3.5)
 12 T: rakom ki ta:f əlbarlama:n momtaniʃun ʃani ətaswi:t ja:k makeʃ bayi
 13 T: tsawet jak (lost) hada /θ/ wela /ð/
 14 S1: /ð/
 15 S2: /ð/
 16 Ss: ((laughing))

In this example, the teacher initiated a repair sequence (line 8), treating students' non-compliance as a problem of comprehension which blocked the progression of the ongoing pedagogical activity. He repeated the same command but using AA. Students laughed instead of raising their hands. In line 10, he used AA again to question their understanding as an other-repair. By saying this, the teacher treated the recurrent absence of a (preferred) response (raising hands), (lines 5, 7, and 9) as a problem of comprehension despite his use of AA (line 8), which in doing so can be explained as a switch to facilitate the activity solving, i.e. used as a scaffolding tool. However, this did not fix the progression problem, because it was followed by a (3.5) pause without any compliance. In line 12 the teacher opened a side sequence away from the main conversation to comment on the situation. Following this, he repeated the question using AA (see line 13). The latter other-repair finally fixed the understanding problem and could elicit answers from the students. All together, code-switching to AA in this extract serves discourse-related CS. It fixes understanding problems, releases the conversational block, and creates a friendly environment.

Extract 7:

- 1 S: miss I need a pen (.) blue
 2 T: so, ʃandi:rlek anaya if you do not have a pen?
 3 (.)
 4 T: you are here to study so you should bring your pen (.) makaʃ li ʃandah extra pen?
 5 S: no

In line 2, the teacher embedded CS within her exasperation to the student. She started with a discourse marker, which related the response to the student's request. Then the teacher

switched to AA in line 2 to provide a dispreferred response to the student's request, marking frustration and not being able to provide the paper. The student did not offer any response to the teacher's questioning, so the teacher continued as the current holder of the turn. In line 4 the teacher used English to remind the student that it is not acceptable to come to the classroom unprepared. Within the same line, she switched to AA as a dispreferred action in order to shift the responsibility from her and ask other students. There is an association between AA use and performing dispreferred actions, which manages the interaction by signaling the dispreferred responses, while English was used for the preferred ones.

As illustrated above, the extracts followed a discourse-related pattern used for strategic functions. The first function revealed is managing interactional breakdowns. Teachers use CS from English to AA while accomplishing their pedagogical goals. CS functions to restore interaction. It is used to elicit answers from students and manage the task progression. In addition, it allows the teacher to correct errors that impact the interaction progressivity.

3.2.1.2. *Promote Comprehension:*

The following extracts are a mixture of peer interactions and teacher-student interactions. Both involve moments of ambiguity that require the speaker to clarify and simplify. These types of actions are done through CS to AA in this context. The utterances of CS are received as an invitation for language alternation, especially in student-student interactions.

Extract 8:

- 1 S1: suffixes that do not (.) affect (.) stress (0.8) compare each word each mʃa ah (.)
 2 does the stress change after adding the suffix ↓ (1.1) uhm
 3 (0.5)
 4 S2: hopeful
 5 (0.7)
 6 S1: ʔslan l exercise it says suffixes that do not affect stress
 7 (0.8)
 8 S2: sema hadu majetbedlu:ʃ↑=
 9 S1: yea:h they [do not affect stress]
 10 S2: [all of them]

- 11 S1: stress majweli:f men ta::li jegʃud yi:r kima huwa, HOPEful (0.8) CAREless
 12 (1.3) NOISy (0.9) ‘normally’ hadu normally hadu li tani jʃalmu::k l
 13 pronunciation (.) parce que when you stresscorrectly you learn how to
 pronounce
 14 S2: oKa::y
 15 S1: ye:s

In this example, S1 used the discourse marker “ah” to abandon an ongoing utterance and produced an alternative formulation to ask a question about a rule relevant to the class assignment the student worked on. In line 6, S1 used a discourse marker to mean ‘in the first place’ in English. This is a turn-initial discourse marker that prefaced a correction or a reorientation. The student here is pre-announcing that she is about to correct or reorient the prior interpretation of the task (that occurred in lines 1-2), and then she continued in English. In line 8, S2 presented a candidate answer to the exercise and was seeking a confirmation of the answer from her classmate, realized with a rising intonation. As a result, the explanations were delivered in line 11-12 in AA by S1 while the rules were maintained in their original language ‘English’ (see line 9 and line 12).

Extract 9:

- 1 T: the production of sounds deprives us from what?
 2 (0.2)
 3 T: the production of sounds provide deprives us from?
 4 (0.6)
 5 S1: energy
 6 T: from energy and from?
 7 S2: =effort
 8 T: from? (1.4) from oxygen,(0.9) ki nku:nu nehadru w manetnafsu:f(1.0)
 9 okay(.)while we are speaking right our breathing right our breathing is reduced
 10 jenqus(0.7) which means that we receive less (0.9) oxygen,(0.7) neqedru
 11 ngu:lu >hdart hdart hdart<hta nefsi nefs taʃi tgaʃʃet wh:y? ʃla:h tengtʃaʃ nef
 12 taʃ l insa:n men kutr l hadra (.) ndi:ru hhh. kinku:nu nehadru nehadru ndiro
 13 hhh. ʃla:h (.) laxaterʃʃzisem rana mʃabsi:n l oxygen we do not receive (.) as
 14 much oxygen as we need right, and when we reduce sounds ki naqsu l

- 15 consonants or vowels (0.8) we gain?
 16 (2.1)
 17 T: oxygen heh heh heh are you following?
 18 Ss: yeah
 19 T: okay

In this sequence, the teacher treated students' silence as a problem source that needed repair. After multiple repetitions of the question, she inserted self-initiated self-repair. By this, she provided the answer to her question that was marked by CS to AA (see line 8). She explained the answer in AA, then she reformulated it in English (line 9). In line 10, she alternated to reformulate the word "reduced" in AA. In the following four lines, the teacher elaborated in AA to provide additional explanation on how the production of sounds blocks the air, and how we describe it in daily life. Starting this with a preface in AA "neqedru ngu:lu" to signal reformulation and simplification (see lines 10-11). The teacher used AA for the sake of making it simpler and easier for students to process. In lines 14-15, she explained that reduction of sounds will facilitate speaking. In addition to offering an AA alternative for the phrase "when we reduce sounds", and adding extra details on the types of sounds in English but using Arabic determiners "I", the determiners aligned with her choice. This sequence is analyzed as discourse-related CS. This pattern organized various interactional activities. It served comprehension problems repair, clarifications, elaborations, and reformulations.

Extract 10:

- 1 T: so, >what does misunderstanding< is when you say something for example (.)
 2 but you do not (1.0) mean it (0.7) there is a misunderstanding (0.6) in Arabic
 we say ↑
 3 (0.7)
 4 S su:ʔ fahm
 1/2/3:
 5 S4: su:ʔ tafahum
 6 T: >su:ʔ fahm su:ʔ tafahum < su:ʔ fahm wela su:ʔ tafahum
 7 S5: su:ʔ fahm
 8 T: su:ʔ fahm is when you do not understand for example a language (0.8) su:ʔ

9 tafahumis about relationships yes misunderstanding,

In this extract, the teacher's statement in line 2 "in Arabic we say" established language negotiation. The teacher proposed Arabic as the language of the upcoming turns. She explicitly invited students to use Arabic and provide the meaning of the word 'misunderstanding'. In line 4 and 5, different students supplied two different answers, accepting and aligning with the language choice presented by the teacher. As a response, the teacher initiated other-repair and gave two choices to choose from (line 6). In the following turn, students provided different answers, which prompted the teacher to provide an other-repair to fix the incorrect answers by clarifying the correct meaning. Throughout this sequence, CS serves discourse-related functions by which speakers organize the language choice, repair understanding problems, and clarify meaning.

The analysis of the extracts revealed a significant function of discourse-related CS to AA which is facilitating comprehension. This practice emerges in situations where students face comprehension problems. CS to AA serves to clarify, simplify, explain, and rephrase what has been said in English to ensure understanding is achieved. Peer interaction analysis also demonstrates that students achieve clear understanding through switching to AA.

3.2.1.3. *Scaffolding through comparison:*

In the subsequent extracts, CS is discourse-related. It works as a scaffolding strategy by which the teacher compares English and AA structures. This pattern is initiated by the teacher and does not result in any language alternation on the students' side.

Extract 11:

- 1 T: so (.) as a:: you use the word confidence so you have to () in Arabic (0.6) θiqa
 2 θiqa fi kul a:: the same thing (0.8) θiqa ()əa 'θiqa bi nafs(0.7) and when you
 3 trust other people ngulu əa'θiqa in English no (.) confidence is about
 4 S: personality
 5 T: your character abilities while trust is given to the others

In this extract, although in the previous example the teacher gave a direct correction, another student repeated the same mistake. So, in this extract, the teacher initiated other-repair through switching codes to AA, but with more elaboration. The repair started by

mentioning the problem in English, then as a preface to using AA, she stated “in Arabic”. The teacher highlighted the context in which the word “*ṭhiqa*” is used, and reinforced the fact that the word serves both “confidence and trust” in English. Also, she illustrated with examples in AA to ensure clarity and support understanding. In line 3, she directly compared them to English and continued using it to explain the use of the English words. The utterances are analyzed as discourse-related CS, and from it we can infer that repair is used for corrections, emphasis, and scaffolding.

Extract 12:

- 1 T: in her situation she said she would give them an excuse (1.1) the right
 2 expression i::s (1.1) to give someone the benefit of the doubt (1.2) ye:s(0.8) a::
 3 ḥna ngu:lu bel ṣarbiya yes write this this is a rich data you sa:y umm (1.5)
 ṣtitlah l ṣudr
 4 S: [yes]
 5 T: [yeah] to justify why they were absant jaṣni aḥsant ə dan (1.0) aḥsant ə dan yes
 6 in English we say to give the benefit of the doubt (1.5) the benefit of the doubt
 7 alright (.) thank you very much

The teacher was commenting on the student's answer, and teaching them the expression used to describe the situation. In line 2, and after a pause, she used the particle “a::”, as a preface and announcement for the CS. She proposed AA as the language of the upcoming talk. She moved from instructing “the right expression” to expressing inclusivity by saying “ḥna ngu:lu”, including herself and the students as members of AA community (see line 3). As a side sequence, she switched back to English to change the addressee and direct the observer's attention to this classroom event. Then, she provided the expression used in AA when giving someone an excuse. In line 5, she compared two expressions in English and standard Arabic. It was not interpreted by students as an invitation to switch to AA.

Extract 13:

- 1 S: the quality that makes that relationship strong is honest and confidence
 2 T: honesty
 3 S: honesty and confidence
 4 T: confidence? uhm ṭhi:qa?

- 5 S: yeah
 6 T: trust
 7 S: trust

In this extract, the teacher was asking a verification question before delivering an appropriate correction for the word choice made by the student. The student used the word confidence, but the teacher inferred that the student meant to say trust rather than confidence. To do so the teacher code-switched to AA in a verification check ‘θi:qa?’ before she delivered the right word to use (line 4). The teacher CS to Arabic (θi:qa?) can be viewed as a scaffolding practice. By mobilizing a linguistic resource that is accessible to the student.

Throughout the above extracts, the third CS function used by teachers is scaffolding through comparison. CS appears when teaching new expressions, correcting mistakes resulting from AA interference. Teachers in these situations teach English through switching to students’ L1 (AA). CS serves as a temporary support to reinforce understanding.

3.2.1.4. *Handling corrections:*

The illustrative extracts below demonstrate discourse-related CS as a contextualization cue for corrections. The teacher switches to AA to signal that a mistake occurred and a sequence of repair will be initiated.

Extract 14:

- 1 S1: she took my secrets
 2 T: she? ʃagolna?
 3 S2: they
 4 T: they
 5 S1: they took my secrets

In this sequence, the teacher rather than correcting, prompted the student to remember what had been corrected before. The teacher stimulated the student’s self-repair, however, this did not succeed and S2 provided other-repair to S1 grammatical mistake. CS in this example is analyzed as discourse-related, which enabled the teacher to deliver a reproachable stance and implicitly provided pedagogically corrective feedback.

Extract 15:

- 1 T: we have here chocolate. I gave you this example (.) Chocolate. Where is
 2 the schwa. the omission
 3 (1.4)
 4 S1: after the /c / after after the /c/ chocolate.
 5 T: it's wri::tten it's wri::tten ↑in?
 6 S1: after /k/[after /k/]
 7 T: [in?] (0.9) what's the colour?
 8 S2: [blue]
 9 S3: [red,] (0.7) red.
 10 (1.0)
 11 T: X (s3) maraki:f tfu:fi li ku:le:r maraki:f tfu:fi li ku:le:r ()
 12 Ss: hhhh
 13 T: It's in?
 14 S3: blue

In line 10, the teacher is performing several interactional actions at the same time. A repair initiation occurred when the teacher signals that the student has failed to notice something relevant (on the board in the exercise). The utterance worked as an attempt to redirect the student's attention and repair a problem of understanding or perception. In addition, rather than directly answering, the teacher encourages the student to discover it herself, implying that she should be able to notice it (The repeated form projects that the students should now look again and respond). In doing so, the teacher combined an other-initiated repair with attention management instead of providing the correct answer outright. The repair was realized through an emphasized reproach (you don't see you don't see) and in AA (see line 11). This is a discourse-related CS in which it is used as a contextualization cue. The CS into AA is either strengthening the directive and ensuring that the student would understand what the teacher is talking about as part of his classroom assistance work, or mitigating its force. On the other hand, the student's laughter suggests that she interprets the teacher's turn as humorous, teasing, or even socially marked, given the use of Arabic, rather than purely serious and direct correction.

Extract 16:

- 1 S1: tall hair,
 2 T: yes
 3 S1: tall hair↑
 4 (0.9)
 5 T: told her?=
 6 S2: no,< ta::ll ha::ir>
 7 (0.7)
 8 T: tall hai::r
 9 S1: tall hair
 10 T: ha X golna prono::uns X
 11 X prono::uns li raki tʃu:fi fihom
 12 S1 : a:::h oka::y
 13 (0.9)
 14 T : a:::h okay

In this example, the teacher asked students to give an example of ‘H-dropping’ using pronouns. In line 10, the teacher prefaced his turn with the particle “ha” (an equivalent to “come on” in English). The use of this particle indexed the teacher's dissatisfaction with the student’s performance, as the teacher held the student accountable for failing to mobilize previously taught knowledge regarding sound omission in pronouns. Thus, the teacher initiated an explicit repair sequence prefaced by a discourse marker carrying both a reminding and reproachful stance. By saying “we said pronouns,” the teacher invoked previously established classroom knowledge and treated the phonological rule as already shared (lines 10-11). Rather than directly supplying the target form (“her”), the teacher prompted self-repair by orienting the student to the relevant grammatical category. The CS into AA in this extract can be analyzed as discourse-related CS. It enables the teacher to convey stance and affect while simultaneously indexing pedagogical authority, namely knowledge of the phonological rule and the right to evaluate its application. The switch may either strengthen or mitigate the force of the implied directive while ensuring comprehension of the teacher’s talk. Interestingly, the CS is not treated by the student as an invitation to shift the language of instruction; rather, it is oriented to as a problem-management resource embedded within the ongoing repair sequence.

The previously discussed samples revealed that teachers correct students' mistakes through switching to AA. The teacher either uses CS to prompt self-repair or signal the mistake and provide the correction.

3.2.1.5. *Managing misbehavior:*

In the extracts below, teachers use CS from English to AA as a tool to maintain discipline. CS appears in these situations as discourse-related to signal seriousness and urgency to change the behavior.

Extract 17:

- 1 T: so let me call your names quickly
- 2 ((Students were talking))
- 3 T: plea::se ((tipping the desk))
- 4 ((Students kept speaking))
- 5 (7.4)
- 6 T: əa:wa:h negʃud nseket fikum bel waħed duka wela kife::h
- 7 Ss: ((silence))

In this example, the teacher was about to check students' attendance. Some students were talking and in line 3 the teacher tried to catch their attention and establish a calm environment. Some students recognized and complied, others did not. In line 6, the teacher repeated the directive with a switch to AA. The teacher expressed her frustration and reprimanded the students who did not comply. Her utterance implied that all students were intended to comply with this directive. The utterance contextualized a repair for classroom management breakdown, and it is analyzed to be discourse related CS.

Extract 18:

- 1 T: here is a list of (.) types of (0.9) relationships yes↑ you have got family friends
- 2 (1.0) ((finger snaps)) hide your phone wela tuxurzi or you leave (1.9) family,
- 3 friends, marriage, colleagues, community members (.) do you know all these?
- 4 S1: [yes]
- 5 T: ga:ʃ taʃarfuħum?

6 S2: [yes]

In this example, the teacher initiated a side sequence, which delayed the main conversation and addressed the student's misbehavior. The teacher combined a nonverbal cue (finger snaps) with a switch to AA (see line 2). The side sequence was marked by English, then switching to AA. The switch made the warning strong and direct. Also, it communicated the frustration of the teacher. In addition, it conveyed the consequences of this misbehavior. The teacher switched back to English within the side sequence to reformulate, emphasize the warning, and add an authoritative tone. The (1.9) pause is a boundary signal that shows the end of the side sequence and returns to the main topic. Within this example, in line 5, the teacher reformulated the question asked in AA to ensure clarity and check for comprehension. CS in these utterances is analyzed as discourse-related, which aids the teacher in shifting away from the main talk to make a reprimand, maintain discipline, and verify understanding.

After the analysis, CS functions as a contextualization cue for misbehaviors management. The language alternation signals to students that the teacher is moving from instructing to minimizing misbehaviors. It communicates seriousness, authority, and boundaries. Within extract 18, the second CS utterance serves a new function, which is activating background knowledge. The teacher checks if students are familiar with the concepts presented.

3.2.2. *Participant-related CS:*

3.2.2.1. *Navigating language choice: Convergence and Divergence*

The next extracts suggest that teachers and students negotiate language choice within their interactions in the classroom. The CS utterances are participant-related, and they vary between teacher-initiated and student-initiated CS. CS illustrates how speakers manage preferences, converge and diverge in their language choices within the interactions.

Extract 19:

1 T: what is a handkerchief (0.9) or handkerchi:f?
 2 T: What is it?
 3 (1.2)
 4 S1: °handkerchief°

- 5 S2: hadik ?al ((whispering to her friend))
 6 T: I'm looking for the meaning, what is the meaning of the word
 7 S2: hadi:k li terfdiha↓ (0.5) mefwara↑
 8 S1: yeah ↓
 9 T: X?
 10 T: (0.5) Y?
 11 (1.3)
 12 T: you don't know what is a handkerchief
 13 S2: =mefwara
 14 (1.1)
 15 T: a::wdi mefwara naʕarfu:ha bel ʕarbija gu:li:ha bl anglais
 16 S1: laughing
 17 T: napkin une mouchoire

In this extract, the teacher asks a question in English about the meaning of the word “handkerchief”. The expected response for this pair is the English language. The use of AA by S2 in lines 5 and 7 was meant for her friend. S2 oriented to AA to answer the teacher's question. What is interesting about this sequence organization is that despite the teacher's open rejection of the student's use of Arabic to answer the question, his evaluation of the answer was delivered in Arabic that aligned with the student's language choice (see line 15).

Extract 20:

- 1 S1: I don't like this word
 2 (0.8)
 3 S2: huh?
 4 S1: I don't like this w(hhh)ord=
 5 S2: wa:h ?ana ngu:l /'kʌb.əd/
 6 S1: >/'kʌb.əd/'kʌb.əd/< la:zm hadi:k ?l “ra:” nentʕaqa, /'kʌb.əd/?kifeh ngu:l
 7 /'kʌb.əd/'kʌb.əd/
 8 S2: ʃada:retlhom l “r” hhhh
 9 S1: wa:h /'kʌb.əd/
 10 S2: jdaħko

In line 5, S2 expressed agreement with her friend's negative opinion about the pronunciation of the word /'kʌb.əd/. In her turn, S2 switched to AA, demonstrating her misalignment with the previously used language. Thus, this brought up language negotiation to the discussion. In line 7, S1 converged with S2's language choice and accepted her invitation to choose it as the language of talk-in-interaction. Consequently, language negotiation was successful as they converged on one language for the rest of the extract as S1 moved towards S2's language choice to perform different interactional actions. The analysis showed that CS utterances are participant-related. The speakers choose AA to make a meta-comment, to question, to self-reflect, and to show resistance to accepting the British pronunciation of this word. English was used for the target term being discussed, which is the focus of the pronunciation practice.

Extract 21:

- 1 S: sir?
- 2 T: y(hh)es
- 3 S: maʃli:ʃ talaʃfwija datashow maraheʃ jba:n
- 4 T: ʃahowa li: ma::
- 5 S: datashow lu:kan tʃalʃah fwija ba:ʃtbanelna l'image
- 6 T: A:::datashow la↑ () haka ca va?
- 7 S: mliha wah
- 8 T: () mlih

In this example, a student made a vocative to initiate an adjacency pair. AA was used to initiate a request to ask the teacher to make the data projector more visible. The teacher maintained the use of AA and inserted a question of clarification; the alignment suggested the teacher's acceptance of AA usage as legitimate. Following this, the student repeated the same request with a bit of elaboration. As a consequence, the teacher refused the request but changed his mind and adjusted the data projector placement. He closed his turn with the French discourse marker "ca va?" implying "if this is fine", seeking confirmation and approval. In the subsequent line, the student provided an approval move using AA to confirm. Then the teacher used the word "mlih" as a closure of this sequence. This is participant-related CS. The teacher displayed convergence towards the student's language choice by switching to AA.

Extract 22:

- 1 T: this method is called (0.9) a:::: exit ticket(0.7)[Exit ticket]
 2 S1: [huh?]
 3 S2: ʃa:howa ha:da?
 4 T: nfahamkom hadi exite ticket waf hijā
 5 (2.7)
 6 T: you take a paper (1.2) you divide it into rows and columns (1.8) and the and
 7 you divide the tasks (1.7) easy (0.8) in between (.) difficult medium etc.

In this extract, the teacher introduced a new term in English. S2 interrupted the teacher's talk and made a clarification request. She proposed AA as the language for this sequence, treating the new term in English as problematic. This is a repair initiation (line 3) to address her comprehension problem. As a response, the teacher in line 4 maintained AA for this turn to answer the inquiry, prepare for the explanation, and an elaboration would be given in the upcoming lines. These utterances are considered to be side-sequences that delayed the main interaction and sought to solve the student's problem. In these utterances, the teacher converged with the student's language choice, and then in the next lines, he diverged back to English to explain the term. This extract illustrated CS as participant-related type because the teacher accommodated the student's language choice. In addition, it serves a discourse-related function in which the teacher opened a side sequence that suspended the main topic.

Extract 23:

- 1 T: ʔaya tabʃo ((clapping))
 2 S1: (no) sir wait ↑
 3 T: Saħa nzi::dkom ngolkom ha:di (1.2) ha:di dok nzajfetha:lkom hadi dok
 4 nzajfetha:lkom, ↓
 5 (1.2)
 6 S2: rodelna loxra rodelna loxra
 7 (0.8)
 8 T: nrodu:homlah (0.5)Ha:::ja
 9 (0.9)

10 S1: sahi:t osta::ð

This extract began with the teacher's code-switching to Arabic. He used AA to catch students' attention and to propose this language for use. S1 misaligned with the language switch and asked the teacher not to change the slide in English. Following this, the teacher persisted with the code-switching to AA and changed the slide and moved on to another point (line3). After a pause, S2 initiated other-repair to ask the teacher to turn back the visual (line 6). This turn is marked by convergence and alignment with the teacher's proposition. The teacher in line 8 accepted the repair and granted the request, but after inserting a question as a response, a delay that suggested hesitation. In line 10, S1 expressed his gratitude for the teacher's cooperation, and converged with his language choice. This is an example of participant-related CS, in which speakers negotiate problems and accept or resist languages.

Extract 24:

- 1 T: where were [you?]
 2 S: [hello miss hh.]↓
 3 (0.8)
 4 S: hada wi:n zi:t
 5 T : nti dajmen hada wi:n ziti
 6 S: =ha:: ((Lowering head and smile))
 7 (1.6)
 8 T: come in
 9 S: thank you miss

In this example, the student came late and interrupted the instruction. The student chose AA to respond to the teacher's question (line 4). She used AA to provide an excuse for her being late. In line 5, the teacher aligned with the student's language choice remark about the repeated same justification for being late, treating it as no longer accepted. In line 6, the student answered with the particle "ha::" indexing awareness of the inappropriate behavior, softening the situation, and seeking the excuse's acceptance. The analysis demonstrates that these utterances are participant-related CS. This pattern is used to communicate the choice established in the moment of speaking by the selection and maintenance of the language choice usage.

Extract 25:

- 1 S1: a:: normalment jku::n fandkom lecture ta:f a:
 2 S2: yea::h we [have a lecture]
 3 S1: [mahi::fandek?]
 4 S2: huh?
 5 S1: mahi::fandek?ba::f tfu::fi bi:ha
 6 S2: no::
 7 S1: ask for it

In this example, students were doing a task, which was about stress. In line, S1 tried to figure out whether the suffix carries the stress or not. The “a::” suggests thinking and hesitation; then she used the French word “normalement” to make an expectation, and she switched to AA. The student began the interaction in AA (line 1). In the next turn, S2 oriented to English to respond, aligning with her friend’s language choice. Significantly, S1 persisted and maintained using AA. She asked if her friend had the lecture to see the rule from it (line 3). In line 5, S1 initiated a repair through CS to AA as a response to the trouble source “huh?” in line 4. In the last turn, S1 replied in English, which showed the language choice divergence. The two students have different preferences on what language to adopt as the language of interaction; S1 uses AA while S2 uses English. This is a phase of language choice negotiation that ended in line 7 when S1 abandoned AA and responded in English in a short form answer. This is an example of participant-related CS, in which speakers negotiated language preferences.

Extract 26:

- 1 S1: do you choose family or friends?
 2 S2: a::: kul waħed w kife::h
 3 S1: this is the point! It depends

In this example, S1 introduced a topic to be discussed. He raised a question and opened the floor for students to answer without allocating the turn to anyone. In line 2, S2 responded in AA to answer S1's question. He started the utterance with a preface mark "a:::" and to hold the turn, then he explained that the idea exposed is debatable and the answers differ. Following this turn, S1 elaborated on S2's answer but diverged with his language choice. S1 did not accommodate and maintained his choice of English. In this example, one student is leading the interaction. The student maintained English, while the other used Arabic.

The above extracts reflect how participants communicate preferences, negotiate language choice, and accommodate others. Also, the CS utterances are perceived as a call for language alternation. To note that teachers' interpretation of students switching codes ranges from acceptance of AA, ignorance, and orientation of students to English.

3.2.3. Discussion

3.2.3.1. Discussion of patterns of CS:

To better understand language alternation in the Algerian English classroom context, we have analyzed the English-Arabic CS using CA approach. This approach facilitates the investigation of patterns of CS teachers and students use in their interactions, which helps us answer the first research question. The data analysis revealed the patterns that teachers and students used when they codeswitch. Discourse-related and participant-related patterns are deployed. The results indicated that they use CS as a practice to manage sequential organization across teacher-student and student-student interactions. CS was a tool to maintain interactions, organise participation, hold turns, repair, and navigate language choice and alignment and/or misalignment with language choice.

Discourse-related patterns primarily appeared in teacher-student interactions. Teachers often started a switched utterance to AA for several purposes. Across different sessions and subjects, Arabic was the language of various instructional activities. Arabic appeared in moments of conversation breakdowns. Teachers switched codes to repair different problems like hearing issues, response withdrawals, understanding problems, and failing to apply previously studied rules. This can be attributed to avoiding silence, reducing long pauses, maintaining participation, and carrying on the interaction. Other-initiated other-

repair has a significant role in classroom interactions; it was commonly used by teachers to correct students' mistakes. The teachers' repair is expected and reflects the default situation in any institutional setting.

English-Arabic CS served as a contextualization cue (Gumperz, 1982) which signaled a change of roles, activities, or topics. CS contextualizes multiple instructional actions like emphasis; it indicated importance to students, caught attention and promoted concentration. Similarly, switching to simplify and checking for understanding, one possible reason for this is the complexity of the concept or students' inability to grasp the idea, so switching to Arabic may solve the problem. Also, discourse-related CS served as a scaffolding tool to teach L2 and compare L1 with L2. Additionally, Arabic was observed in moments of breaking the classroom rules, where teachers switched to make the warning more direct and serious. Moreover, a key aspect of discourse-related CS which was common in interactions was side-sequences. Teachers switched to AA to denote topic boundaries and keep the conversation coherent, and it is a strategic tool used by teachers to prevent overlaps and order participation.

The results also showed that discourse-related CS was useful in peer interactions. In the analyzed extracts, discourse-related CS appeared as a resource to maintain the sequential progression of their interactions. Students use CS as a resource to organize participation in collaborative communication. This was a noteworthy result, since teachers usually are responsible for this role. In this case, the student was the holder of the turn and responsible for allocating it. Discourse-related CS was used as a strategy to take a turn; this supports Liebscher & Dailey O'Cain's (2004) findings.

Moving to participant-related CS, teachers negotiated alignment and language choice in different ways. Aligning with Ziegler et al. (2012) findings, the results revealed that teachers' responses to students' initiation of CS ranged between acceptance and maintenance of AA, which can build rapport and solidarity. On the other hand, teachers rejected the language negotiation and redirected the student to the instructional language. Surprisingly, this happened (extract 1) using AA. The teacher used it to reject the student's switching to AA. This contradiction may be due to the acceptance of the language for classroom management but not for the content being studied. Moreover, in peer interactions, most language negotiations were successful. The extracts were evidence that students often adapted their language to match their peer choice. In contrast to the psychological approach,

which relates CS to the speaker's cognitive and affective features (Clyne, 1991), participant-related CS provides evidence from the interaction on the speaker's choice for this language in this moment of talk.

3.2.3.2. *Discussion of functions of CS:*

Language alternation serves various functions in classroom interaction. The data analysis revealed that teachers and students use CS for different pedagogical and classroom management purposes. The results answered the second research question. The results support the previous literature on functions of CS in classroom interaction (Zentella, 1981; Sert, 2015; Bertrand, 2017; Shabani et al., 2022; Ataşand Sağın-Şimşek, 2021; Kelkoula, 2018; Fethallah, 2023).

The first function CS serves is pedagogical. Teachers or students in peer interactions often use CS to simplify information, emphasize a key point, and give examples. This suggests that CS from English to AA is strategically used for achieving full and correct understanding. Moreover, teachers apply CS as a support for teaching English, especially when AA is impacting students' learning progress. As a result, language alternation worked as a scaffolding tool to build on it and learn English. Aligning with Sert (2015) findings, teachers asked for translations, which triggered students' CS. This suggests that teachers adopt CS carefully in language teaching. Furthermore, another important language alternation function is correction. Teachers mobilize mistakes and prompt students to self-correct. This highlights the importance of CS in the progressivity of classroom interactions.

Turning to the second function, CS functions as a classroom management practice. Teachers controlled participation when students overlapped. They reduced misbehaviors by giving warnings and setting clear classroom rules. Also, they switched to maintain task completion and lesson progress. This indicates that teachers use CS as a temporary, faster, clearer, and a more direct strategy with minimal interruption of the lesson.

3.3. Questionnaires Analysis

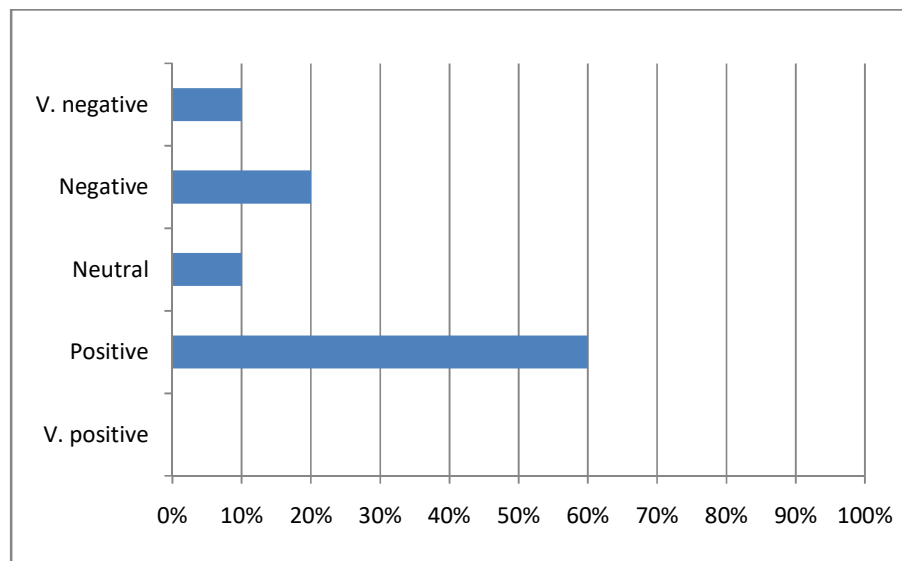
3.3.1. Teachers' Questionnaire Analysis

As previously mentioned, the researcher used a structured questionnaire distributed to ten teachers. The questions were closed-ended, used to measure teachers' attitudes towards the use of CS in classroom interactions.

Section One: Overall Perception

The first section aimed to measure the teachers' overall attitude towards CS practice, so as to measure the consistency across specific CS situations.

Q: How do you perceive your use of English-Arabic CS in the classroom?



Bar-graph 3.1: Teachers' overall Perception of CS

This bar-graph represents the teachers' overall perception of CS use in the classroom. The question aimed to assess the respondents' general opinion towards this practice usage in academic interaction. The majority of teachers stated that they have a positive view on the use of CS in the classroom, accounting for 60%. In addition, 20% showed a negative attitude towards the use of CS. Notably, neutral and very negative options were low and equal, standing at 10%. However, the very positive option received no responses.

Section Two: Teachers' Attitudes towards Code-Switching

Table 3.1: Teachers' Attitudes towards CS

No.	Item	S. Agree	Agree	Neutral	Disagree	S. Disagree
1	Teachers' code-switch to motivate students.	1 (10%)	3 (30%)	4 (40%)	1 (10%)	1 (10%)
2	Teachers switch to Arabic to explain complex items.	1 (10%)	6 (60%)	0 (0%)	3 (30%)	0 (0%)
3	CS can be used as a support for understanding.	2 (20%)	5 (50%)	3 (30%)	0 (0%)	0 (0%)
4	Teachers switch to Arabic when they cannot find direct equivalent in English.	0 (0%)	7 (70%)	1 (10%)	1 (10%)	1 (10%)
5	Switching to Arabic can help students feel less stressed.	1 (10%)	3 (30%)	3 (30%)	2 (20%)	1 (10%)
6	Switching to Arabic helps teachers to set a friendly relationship with students.	1 (10%)	3 (30%)	3 (30%)	1 (10%)	2 (20%)
7	Teachers can accept students switching to Arabic to encourage participation.	0 (0%)	4 (40%)	3 (30%)	0 (0%)	3 (30%)

Table 3.1 presents teachers' responses to 7 statements of CS practices in classroom interaction. In the first statement, teachers' attitudes towards using CS to motivate students received divided opinions. The highest answers demonstrated neither agreement nor disagreement (40%). A recognizable group agreed with motivating students using their mother tongue. Conversely, strongly agree, disagree, and strongly disagree were equally represented at 10%.

The second statement showed a notable agreement on using Arabic to explain complicated terms (60%). On the other hand, 30% disagreed with switching in this situation. Only 1% of the participants strongly agreed with the idea. Notably, no respondents selected neutral and strongly disagree options.

For statement three, half of the teachers agreed on enhancing understanding using CS. The other half were divided between adopting a neutral stance (30%) and strongly agreeing (20%) with using CS to facilitate comprehension. However, disagreement options were not chosen.

Regarding the fourth statement, more than the half of the participants agreed on switching to Arabic whenever it is difficult to find any alternative in English, which is reported as 70%. It was observed that neutral, disagree, and strongly disagree had equal responses (10%), while strongly agree was reported as (0%). This demonstrated the positive orientation towards the use of CS in this situation in classroom interactions.

With respect to the fifth statement, teachers' attitudes towards using CS to reduce students' stress diverged between agreement and neutral stances, with 30% for each. A small group of 20% disagreed with switching to promote a sense of calm between students. A minor group of 10% strongly agreed, and another group strongly disagreed with using CS in such a situation. This statement indicated the variable attitudes teachers demonstrated towards using CS to help decrease students' stress.

In the sixth statement, the respondents demonstrated a balanced tendency, in which agree and neutral options accounted for 30%. A group of two teachers strongly disagreed with the idea, while one strongly agreed and another disagreed.

For the seventh statement, responses ranged from agreement to strong agreement. The highest value represented 40%, in which they agreed and demonstrated acceptance of students' CS to enhance participation. The rest of the responses were divided equally between those who remained neutral and those who strongly disagreed with allowing students to switch codes under the claim of encouraging participation.

3.3.2. Discussion of Teachers' Questionnaire

The research aimed to investigate teachers' and students' attitudes towards CS. Precisely, measuring their overall attitudes with different CS situations. Starting with the teachers' questionnaire, the analysis revealed that their overall stance towards this practice was predominantly positive. Further to this, to test the consistency of their general perspective, they were given different CS situations.

Regarding pedagogical purposes, teachers demonstrated a clear and strong agreement. This reveals that most teachers accept using CS within instruction. They endorse switching to Arabic for the sake of clarifying difficult concepts, which confirms Yao's (2011) and Fekkar's (2021) finding that teachers favor the use of CS in vocabulary sessions and to provide clarifications for complex words. Also, without indicating any disagreement, teachers

supported using Arabic to enhance and promote comprehension. This finding goes hand in hand with Adder and Bagui's (2020) finding that CS is useful for facilitating understanding. On the other hand, teachers' positive attitude towards this idea contradicts Fekkar (2021), who found that teachers disagree with using CS to simplify and enhance understanding. Finally, they fully agree on opting for using Arabic if the English language lacks the exact equivalent, which contradicts Fekkar's (2021) findings.

The findings highlighted that teachers' attitudes towards specific pedagogical purposes match perfectly with their overall attitude answers. All results were consistent; this suggests that teachers favor pedagogical situations to use CS.

Switching codes for affective purposes in classroom interactions receives no clear stance. This indicates that teachers have non-differentiated perspectives. Unlike previous studies in which teachers agreed to use CS as a motivational tool (Yao, 2011); this study found no obvious stance; a significant group remained neutral. In contrast to Yao (2011) and Fekkar (2024), the results suggested that teachers' agreement towards using Arabic to create a friendly relationship with students is weak, since a significant proportion remained neutral. Subsequent readings revealed that teachers agreed to use CS to create a safe environment (Erdem, 2024). However, this study demonstrated that a split perspective towards using CS makes students less stressed; the agreement was common but not dominant. The same stance persists for switching to encourage participation.

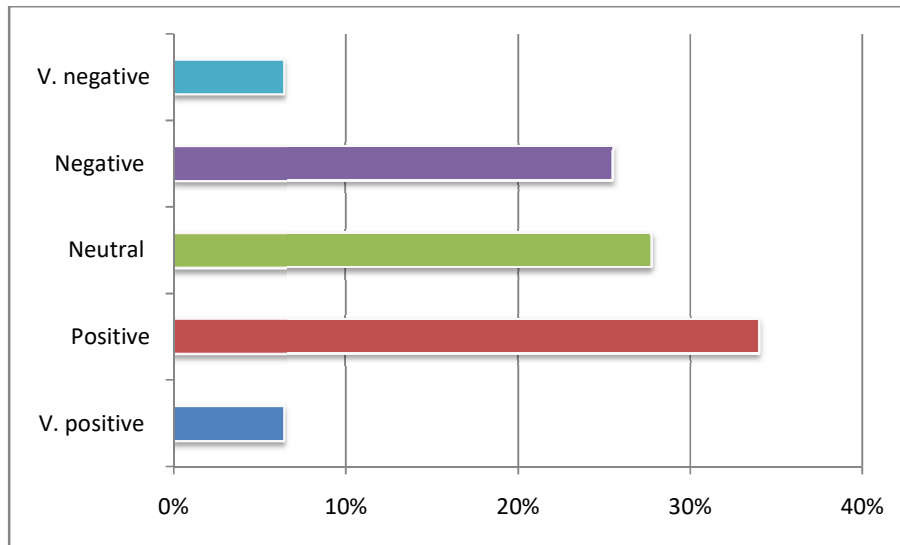
Concerning these statements, no clear attitude appeared. Teachers' opinions were divided across agree, neutral, and disagree. This suggests ambivalence and uncertainty. This can be explicated by different classroom contexts.

Despite the results that indicated a positive attitude towards the use of CS, it is important to note that four of the participants provided remarks (oral or written) that they disagree with the use of Arabic in the classroom. Also, they do not allow their students to switch to it since they are expected to speak in English as they are EFL learners. Two of them make exceptions where they allow CS, for certain modules like translation and for first-year students who are beginners. This contrast highlighted an important limitation, which is the overreliance on structured questionnaires, which did not provide a detailed analysis of the teachers' attitudes.

3.3.3. Students Questionnaire Analysis

Section one: Overall perception

Q: what is your overall attitude towards the use of Arabic in academic conversation?



Bar-graph 3.2: Students' overall Satisfaction

As shown in the graph, the majority of students leaned towards having a positive attitude towards CS in academic interactions. They ranged between 34% positive and 6% very positive attitude. Responses were nearly equal between neutral (28%) and negative (26%). While a very small group of 6% showed a very negative attitude towards the use of CS in an academic setting.

Section two: Students' Attitudes towards Code-Switching

Table 3.2: Students' Attitudes towards CS

No.	Item	S. Agree	Agree	Neutral	Disagree	S. Disagree
1	Using CS is considered to be a hindrance to learning.	2 (4.3%)	11 (23.4%)	22 (46.8%)	10 (21.3%)	2 (4.3%)
2	CS from English to Arabic helps maintain a conversation.	8 (17%)	23 (48.9%)	5 (10.6%)	7 (14.9%)	4 (8.5%)
3	Using Arabic helps students understand each other during	12 (25.5%)	21 (44.7%)	7 (14.9%)	6 (12.8%)	1 (2.1%)

	peer interaction.					
4	I would use Arabic to express disagreement with my classmates.	4 (8%)	10 (21%)	9 (19%)	15 (32%)	9 (19%)
5	CS makes me feel comfortable during oral interaction.	16 (34%)	11 (23.4%)	8 (17%)	9 (19.1%)	3 (6.4%)
6	I prefer to adjust my language choice if my peer has glitches while speaking English.	10 (21.3%)	20 (42.6%)	9 (19.1%)	5 (10.6%)	3 (6.4%)
7	I prefer the teacher's explanation of complicated terms in Arabic.	6 (13%)	17 (36%)	7 (15%)	9 (19%)	8 (17%)
8	Teachers' CS to Arabic makes me feel less stressed.	8 (17%)	16 (34%)	12 (26%)	6 (13%)	5 (11%)

As shown in the table, a plurality of students remained neutral and accounted for 46% with statement one. Agreement and disagreement responses were nearly balanced with a difference of 2 percentage points. The extremes were perfectly equal at 4%.

As demonstrated in the table, most students agreed and strongly agreed that CS can serve conversation maintenance. On the other hand, a minority (14%) disagreed, and a small group strongly disagreed with switching to preserve conversation progression. While 10% remained neutral.

Regarding statement three, more than 40% agreed that CS promotes understanding in peer interaction. Significantly, 25% strongly agreed. A minority of students (14%) expressed a neutral attitude. On the other hand, 12% strongly disagreed, while only 2% strongly disagreed that CS reinforce comprehension with their peer.

Statement four presents students' level of agreement with using Arabic to express disagreement with their classmates. More than half disagreed and strongly disagreed to use CS in this situation, whereas 19% took no position. 29 % of them agreed and strongly agreed to use CS as an expressive tool for disagreement.

As shown in the table, 57% of the participants, representing the largest group, strongly agreed and agreed that they feel comfortable when switching during oral interactions. 17% of them neither agreed nor disagreed. The rest disagreed, and a minority expressed their disagreement with switching to AA in oral interaction.

Concerning statement six in the table, combining agreed and strongly agreed, a high percentage of the participants agreed to accommodate their friends' language competencies. 19% of them chose the central point. A total of 16% expressed disagreement to switch to Arabic if their friend faces problems expressing in English.

Almost half of the students expressed agreement with the teachers switching to Arabic to explain complicated terms. 15% remained neutral. Less than 20% of the participants disagreed or strongly disagreed with the use of Arabic to clarify.

The modal answer was “agree”; 43% of students agreed that switching to Arabic is stress-free in oral interaction. Neutral was selected by 26%, representing the second most common answer. Negative choices were less common. Both ranged under 15%; they displayed negative attitudes towards CS as stress-relieving.

3.3.4. Discussion of students' Questionnaire

Turning to the students' questionnaire, it explores their perceptions about the use of CS in academic interactions. Concerning their overall attitudes, data analysis did not indicate any dominant attitude. Positive attitude was the most common but did not present the majority. Neutral and negative responses were chosen by significant groups, which indicate ambivalence. This indicates that students' attitudes may depend on classroom contexts.

Regarding using code-switching in language learning, students neither agree nor disagree. Their attitude towards CS as a hindrance to learning is neutral. This indicates a lack of experience and uncertainty about CS impact on language learning. Ousseini (2024) found a different orientation. Students demonstrated a negative attitude, viewing it as an impediment to learning.

Concerning affective purposes, the analysis revealed that CS makes the majority of students comfortable during oral interactions. The strong agreement indicates that CS is seen as a practice that controls and mitigates stress during speaking. Alsalem and Elsayy (2025) results revealed that CS is a stress management strategy during the course; this supports the present finding that it is a stress-reducing behavior during speaking.

Moving to attitudes towards teachers' CS, the data analysis presented that students' attitudes were divided; they did not show any clear perception except with a slight leaning towards agreement. The findings indicated weak agreement, which contradicted Nazeri et

al.'s (2021) findings, which demonstrated agreement and positive attitudes towards teachers' code-switching, and they claim that it facilitates and promotes comprehension.

As for switching for interactional purposes, attitudes were consistent with one exception. The majority of students agreed and viewed CS as a tool to preserve conversation progress. This was supported by their clear agreement to switch to L1 if a friend struggled expressing in English. Students demonstrated a positive attitude toward switching and maintaining the interaction flow. Moreover, the majority showed strong agreement towards switching to promote understanding during peer interaction. The analysis revealed that students support switching codes while speaking to their friends. While they endorse switching in student-student conversations, they disagreed with switching to Arabic to express disagreement with their friends. This demonstrates contradictions in students' attitudes; one possible explanation is that they may seem too direct or personal using L1 to express disagreement.

To sum up, the general attitude and the specific attitudes have a moderate relationship. They match across most statements and diverge only in one. This indicates that the overall attitude is reflected; that is, their general tendency towards positivity is reflected among most situations except one.

3.4. Limitations

Several limitations of this study should be acknowledged. CA, the approach adopted here to study CS is time-consuming, while this study was conducted in a limited timeframe. The extract analysis and the questionnaire analysis took much longer than expected. For the questionnaire, it is important to state the study boundaries; due to the small sample, the results of the teachers' questionnaire cannot be generalised to all English teachers in the Department of English, University of Saida. Also, concerning the two questionnaires, the overreliance on closed-ended questions did not help in determining the reasons behind their attitudes. Therefore, consideration will be given to these issues in future research to provide a more comprehensive understanding of the phenomenon of CS in the classroom context.

3.5. Recommendations

CS is a resource for interactional coherency, managing instructional activities, and negotiating language choices. It is a sign of bilinguals' competency, and a repair tool, not

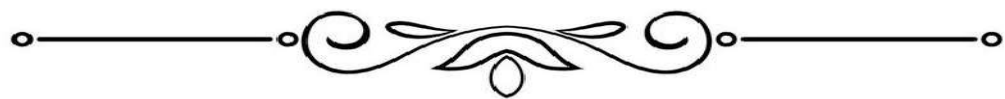
necessarily a failure to use language. Based on these, the current research helps to improve our understanding of teachers and students deployment of CS. All the analysed extracts highlight how CS is used strategically and effectively in the classroom context. The balance is very important since overreliance prevents teachers from achieving their pedagogical goals. Switching should be used to scaffold learning, not to hinder it.

We recommend studying peer interaction, since it is really interesting and reveals various CS patterns. Additionally, teachers can use CS as a strategy to simplify and enhance understanding. Also, teachers can tolerate students' CS in moments of interruption; switching here should be seen as a bilingual's competent action to manage interactions.

Future research can build upon this study to investigate a larger sample and to explore the reasons behind teachers' and students' attitudes towards the use of CS. Despite the negative impact of the overreliance on CS in EFL classrooms, however, CS does not block learning, and it serves different interactional functions that we cannot ignore (as mentioned in the observations discussion). They highlighted the importance of this bilingual's natural practice. It is recommended for teachers to profit from the various applications of CS as a strategic tool for interactional purposes.

3.6. Conclusion

This chapter sought to answer the research questions by analysing and discussing data obtained from classroom observations, teacher questionnaires, and student questionnaires. The findings revealed the patterns and functions of code-switching employed in classroom interactions and provided insights into teachers' and students' attitudes towards its use. Together, these findings contribute to a deeper understanding of English-Arabic code-switching in the Algerian university EFL context. Lastly, it acknowledged the study's limitations and highlighted directions for future research.



General Conclusion



General Conclusion

Previous studies on interactional approaches to code-switching have focused merely on European languages, creating a gap in understanding patterns of Arabic-English CS. The earlier research on Arabic-English CS in Algeria has viewed CS either as a grammatical phenomenon or a social phenomenon, neglecting what CS do in the interaction. This missing part in CS literature encouraged the researcher to investigate the phenomenon further, alongside its functions and perceptions towards it.

The findings reveal two patterns of CS among teachers and students. Discourse-related CS is the commonly used pattern. It organizes the interaction's progress, marks off-topic sequences, repairs problems, and clarifies the instruction. Participant-related CS appears as a strategy to organize sequences and to negotiate language preferences. These patterns emerge in both teacher-student use of discourse-related CS for classroom problem management, in addition to ensuring comprehension and maintaining focus on the pedagogical task. While in peer interactions, students use it for clarifications, emphasis, and to show understanding.

Concerning participant-related CS, the findings demonstrate that for management activities, most students' initiated CS cases are accepted. The acceptance is highlighted in teachers' alignment and maintenance, whereas students often adapt their language choice to meet their peers' preferences.

Concerning CS functions, the results reveal that teachers tend to use English-Arabic CS for pedagogical and classroom management actions. It serves as interactional support and assistance for comprehension and corrections, as well as controlling misbehaviors and classroom rules. CS in peer interactions functions as a common practice for explanations, clarifications, demonstrating understanding, and repairing conversational blocks.

The teachers' questionnaire demonstrates positive attitudes towards the use of English-Arabic CS in classroom interactions. They favor switching to Arabic for pedagogical activities like clarifying complex concepts; however, they did not show any clear agreement with switching for affective actions such as motivation. Also, no clear orientation emerges concerning switching to build rapport or to create a supportive learning environment.

Students' questionnaire revealed that most of them were neutral that CS makes learning difficult. However, they feel less stressed when they use CS as a strategic practice

during speaking. CS for interactional purposes is considered as important and useful. They have a weak agreement concerning teachers' explanation using CS, indicating divided opinions.

The qualitative data revealed the actual implementation of CS and how it functions in classroom interactions. The quantitative data measured the frequency and the desired situations in which CS can be used according to teachers and students perceptions. The questionnaire supported the patterns and functions explored in the observations, as teachers' positive attitudes are reflected in their strategic use of CS in classroom interactions. Also, students' positive attitudes are reflected in their use of CS in peer interactions.

The results extend the existing theories of studying CS by adding contributions from the Algerian context. Teachers can strategically implement English-Arabic CS in their classrooms as a practice to structure interaction and perform different activities within the same sentence. Also, it is a tool for supporting instructional activities like clarification and checking students' understanding. Besides, it facilitates managing different classroom matters, like effectively reducing misbehaviors. To better understand the implications of this study, further studies could build on this research to address CS in peer interactions in the classroom. They can study teachers' attitudes using a larger sample and neutral responses by conducting interviews.

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Appendix

Appendix A: Teachers' Questionnaire

The purpose of this question is to investigate your attitudes towards English-Arabic code-switching. Please note that the collected data are private and used only for research purposes. To better explore your attitudes, we would be grateful if you could honestly answer the following questions.

Section I: Overall Perception

1 How do you perceive your use of English-Arabic CS in classroom?

- ☐ Very positive
- ☐ Positive
- ☐ Neutral
- ☐ Negative
- ☐ Very negative

Section II: Teachers Attitudes towards Code-Switching

The following statements present different code-switching habits. Please, tick the answer that describe your level of agreement or disagreement

		Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
1	Teachers code-switch to motivate students.	☐	☐	☐	☐	☐
2	Teachers switch to Arabic to explain complex terms.	☐	☐	☐	☐	☐
3	CS can be used as a support for understanding.	☐	☐	☐	☐	☐
4	Teachers switch to Arabic when they cannot find a direct equivalent in English.	☐	☐	☐	☐	☐
5	Switching to Arabic can help students feel less stressed.	☐	☐	☐	☐	☐
6	Switching to Arabic helps teachers to set a friendly relationship with students.	☐	☐	☐	☐	☐
7	Teachers can accept students switching to Arabic to encourage participation.	☐	☐	☐	☐	☐

Appendix B: Students' Questionnaire

The purpose of this question is to investigate your attitudes towards English-Arabic code-switching. Please note that the collected data are private and used only for research purposes. To better explore your attitudes, we would be grateful if you could honestly answer the following questions.

Section I: Overall Students satisfaction

- 1 What is your overall attitude towards the use of Arabic in academic conversation?
- ☐ Very positive.
- ☐ Somewhat positive.
- ☐ Neutral.
- ☐ Somewhat Negative.
- ☐ Very Negative.

Section II: Students Attitudes towards Code-Switching

Read the following statements carefully and tick the answer that describes your level of agreement or disagreement with code-switching habits.

		Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
1	Using Code-Switching is considered to be a hindrance to learning.	☐	☐	☐	☐	☐
2	Code-Switching from English to Arabic helps maintain a conversation.	☐	☐	☐	☐	☐
3	Using Arabic helps students understand each other during peer interaction.	☐	☐	☐	☐	☐
4	I would use Arabic to express disagreement with my classmates.	☐	☐	☐	☐	☐
5	CS makes me feel comfortable during oral interaction.	☐	☐	☐	☐	☐
6	I prefer to adjust my language choice if my peer has glitches while speaking English.	☐	☐	☐	☐	☐
7	I prefer the teacher's explanation of complicated terms in Arabic.	☐	☐	☐	☐	☐
8	Teachers' code-switching to Arabic makes me feel less stressed.	☐	☐	☐	☐	☐