

The Role of Code-Switching in French-Arabic Bilingual Communities in Algeria: A Sociolinguistic Study

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Abstract:

This study investigates the phenomenon of code-switching in French-Arabic bilingual communities in Algeria. Code-switching, the alternation between two languages within a conversation or even a single sentence, reflects social, cultural, and psychological factors that influence language use. The research aims to analyze the contexts, functions, and motivations behind code-switching among Algerian bilingual speakers, examining how it serves as a marker of identity, social belonging, and pragmatic efficiency. Data are collected through recorded conversations, social media interactions, and semi-structured interviews. The study also explores the implications of code-switching for language teaching and policy in Algeria, highlighting the dynamic interaction between French and Arabic in shaping contemporary linguistic practices. Findings are expected to demonstrate the sociolinguistic significance of code-switching as a tool for negotiation of meaning and expression of individual and collective identities in bilingual settings.

Keywords: Code-switching, French-Arabic bilingualism, Sociolinguistics, Language contact, Algeria, Identity, Pragmatics

Introduction

Language is not only a tool for communication but also a mirror reflecting social, cultural, and psychological dimensions of human interaction. In multilingual societies, such as Algeria, language usage often extends beyond the mere conveyance of information and serves as a marker of identity, social status, and group belonging. One of the most intriguing phenomena in such contexts is **code-switching**, the practice of alternating between two or more languages within a conversation or discourse. In Algeria, where Arabic and French coexist in everyday life, code-switching is not only widespread but also socially meaningful, reflecting the country's colonial history, educational policies, and contemporary sociocultural dynamics.

French, introduced during the colonial period, has maintained a strong presence in education, administration, and media, while Arabic remains the official language of the state, deeply rooted in religion, tradition, and national identity. This linguistic duality creates a complex bilingual environment in which speakers navigate multiple linguistic codes, often switching between Arabic and French depending on context, interlocutors, topic, or communicative purpose. Such alternation is not random; rather, it reveals subtle insights into speakers' identities, social relationships, and

pragmatic intentions. For instance, code-switching may function as a tool for emphasizing a point, expressing solidarity, signaling education or prestige, or negotiating cultural boundaries.

Sociolinguistic research highlights that code-switching is both a natural and systematic feature of bilingual communication. It challenges the traditional monolingual view of language competence and underscores the fluidity and adaptability of speakers in multilingual settings. In Algeria, studying code-switching provides a unique lens to explore the interaction between linguistic structures, social norms, and cultural practices. It also contributes to understanding how bilingual individuals construct meaning, maintain social harmony, and negotiate identity through language.

This study aims to examine the **patterns, functions, and motivations of code-switching** among French-Arabic bilingual speakers in Algeria. By analyzing spoken conversations, social media interactions, and semi-structured interviews, the research seeks to uncover the social and pragmatic dimensions of language alternation. In addition, the study will discuss the implications of code-switching for language education and policy in Algeria, particularly in a context where language choices carry symbolic, historical, and ideological weight.

In sum, the research investigates not only the structural features of code-switching but also its sociocultural significance. It argues that understanding code-switching is essential for appreciating the dynamic interplay between language, identity, and society in contemporary Algerian bilingual contexts. The findings are expected to reveal that code-switching is not merely a linguistic phenomenon but a powerful instrument for negotiating meaning, constructing social identities, and bridging linguistic and cultural boundaries.

Background / Context

Algeria presents a unique sociolinguistic landscape shaped by its complex historical and cultural heritage. The country's population primarily speaks Arabic and Berber languages, with French maintaining a prominent role due to over a century of colonial influence. This multilingual environment has created dynamic patterns of language use, where speakers frequently navigate between languages in everyday communication. Such interactions offer a fertile ground for exploring linguistic phenomena, particularly code-switching, as a reflection of social, cultural, and cognitive processes.

Code-switching, defined as the alternating use of two or more languages within a conversation or even within a single utterance, is widely observed among Algerian speakers. This practice is influenced by various factors, including social context, interlocutor relationships, and the functional purposes of communication. In Algeria, code-switching often occurs in informal settings, educational contexts, and media interactions, reflecting both linguistic competence and social identity. The coexistence of Arabic and French, along with exposure to globalized media, has reinforced bilingualism and made code-switching a natural communicative strategy. The historical legacy of French colonialism has left an enduring impact on language practices in Algeria. French is not only a language of administration and education but also carries social prestige, influencing how Algerians construct their social and cultural identities. Consequently,

bilingual speakers frequently negotiate meaning and identity through the alternation between Arabic and French. This historical and sociocultural context provides an essential framework for understanding why code-switching is more than a linguistic phenomenon—it is also a social practice that reflects broader dynamics of power, identity, and cultural negotiation. In recent decades, research in sociolinguistics and bilingualism has emphasized the cognitive and functional dimensions of code-switching. Studies have highlighted that code-switching is not random but follows systematic patterns guided by grammatical, social, and pragmatic rules. In the Algerian context, these patterns reveal how speakers manage multiple language repertoires to achieve communicative efficiency, express solidarity, or convey nuanced meanings. Understanding these patterns contributes to broader discussions in linguistics regarding bilingual cognition, language contact, and the interaction between language, culture, and society.

Problem Statement / Research Gap

Despite the prevalence of code-switching in Algeria, there is a noticeable gap in the scholarly literature concerning its specific social and functional roles. Many studies have focused on describing the phenomenon linguistically, highlighting structural patterns or grammatical rules, but they often overlook the underlying motivations that drive speakers to switch between French and Arabic. For instance, the influence of social hierarchy, gender, age, and situational context on code-switching remains underexplored. Moreover, the ways in which code-switching contributes to identity negotiation, solidarity, or social distancing have not been thoroughly analyzed within the Algerian sociolinguistic environment.

Additionally, most existing research tends to generalize bilingual interactions without distinguishing between urban and rural speech communities, formal versus informal settings, or face-to-face versus digital communication. This lack of contextual specificity leaves unanswered questions about how different environments shape language choice and function. Similarly, while French-Arabic bilingualism is widespread, the variations across generational groups and educational backgrounds are often neglected, leaving a partial understanding of the phenomenon. Consequently, there is a need for research that systematically investigates these gaps and provides insight into the social and cognitive dimensions of code-switching in Algeria.

Another dimension of the research gap concerns methodological limitations in past studies. Much of the existing work relies on self-reported data or limited observational studies, which may not capture the nuanced and spontaneous nature of code-switching. In particular, social media and online communication, which have become central platforms for bilingual interaction, are rarely included in empirical analyses. This omission restricts understanding of how code-switching operates in contemporary digital contexts, where language use is highly fluid and interactive.

Finally, the gap extends to theoretical application as well. While Western models of code-switching provide frameworks for analysis, they may not fully account for the historical, cultural, and sociopolitical influences specific to Algeria. There is insufficient exploration of how colonial legacies, language prestige, and local ideologies intersect to shape bilingual practices. Addressing

these gaps will enrich both descriptive and theoretical perspectives on bilingual communication, offering a more comprehensive view of code-switching as a socially embedded phenomenon.

Purpose / Objectives of the Study

The primary purpose of this study is to investigate the patterns, functions, and social motivations of French-Arabic code-switching in Algeria. Specifically, it aims to identify the linguistic environments in which switching occurs, examining whether switches are triggered by topics, interlocutors, or situational contexts. By doing so, the study seeks to uncover not only the structural mechanisms of code-switching but also the social reasoning behind language choice.

Another objective is to analyze the role of code-switching in identity construction and interpersonal relationships. The study intends to examine how speakers use code-switching to assert social belonging, negotiate status, express solidarity, or signal distance from interlocutors. This aligns with sociolinguistic theories that treat language as a social tool, reflecting the dynamic interplay between individual agency and collective norms.

Additionally, the study aims to explore the influence of generational and educational differences on code-switching practices. By comparing different speaker groups, it will investigate whether younger, more digitally connected populations exhibit distinct switching patterns compared to older generations or less formally educated speakers. This objective also addresses the emerging need to contextualize bilingual practices in relation to sociocultural shifts.

Finally, the research intends to provide an applied perspective that can inform language education, media communication, and policy. By understanding the functions and motivations of code-switching, educators and linguists can design strategies that acknowledge bilingual realities, while policymakers can better assess language planning and preservation in a multilingual society. The study therefore integrates both descriptive and applied goals.

Significance / Justification

This research is significant because it contributes to the understanding of bilingualism in a sociocultural context shaped by historical, political, and educational factors. In Algeria, where French and Arabic coexist in multiple domains, code-switching is not merely a linguistic phenomenon but also a marker of social identity, cultural heritage, and personal expression. By examining these dimensions, the study enhances theoretical models of bilingual communication, making them more relevant to non-Western contexts.

From a practical perspective, the study offers valuable insights for language educators and curriculum designers. Recognizing how students and citizens navigate bilingual contexts allows for the development of teaching approaches that accommodate natural language practices, rather than imposing monolingual norms. This can improve both language acquisition and cultural competence, especially in settings where French and Arabic coexist in formal and informal registers.

The study also has social relevance, as it highlights how language functions in everyday interactions, media, and public discourse. By analyzing code-switching, it sheds light on how Algerians negotiate

social hierarchies, generational differences, and identity in communication. Understanding these dynamics can foster intercultural awareness, promote linguistic tolerance, and inform policy on multilingual media, education, and public services.

Finally, the research fills a theoretical gap by applying sociolinguistic models to a North African context. Most studies on code-switching originate from European or North American bilingual environments, which differ significantly from the historical, political, and social realities of Algeria. By situating the study locally, it provides empirical data that can refine existing theories and suggest context-sensitive modifications, making it relevant for both global linguistics and regional scholarship.

Scope / Limitations

This study focuses on French-Arabic code-switching in urban Algeria, primarily examining spoken interactions and social media communication among bilingual speakers. By concentrating on these domains, the research captures contemporary practices in environments where language contact is most dynamic and visible. It deliberately excludes rural dialects and monolingual contexts, as these may follow different linguistic and social patterns that require separate analysis.

In terms of participants, the study considers speakers from diverse age groups, educational backgrounds, and social classes, but it does not aim for complete demographic representation across Algeria. Instead, the goal is to illustrate common patterns and social motivations in urban bilingual communities, acknowledging that findings may not generalize to every Algerian speaker.

The research also faces methodological limitations. While it combines observational data, recorded conversations, and social media analysis, it cannot fully capture every instance of spontaneous code-switching. Additionally, the focus on French and Arabic excludes interactions with Berber languages or English, which may also play a role in multilingual communication but are beyond the study's scope.

Finally, the study is limited by its reliance on qualitative and descriptive analyses. While it provides insights into social motivations and communicative functions, it does not employ extensive quantitative modeling or psycholinguistic testing. These limitations are acknowledged to clarify the study's boundaries and to situate its contributions within a focused, manageable research framework.

Previous Studies

Code-switching has been widely studied in sociolinguistics as a complex phenomenon reflecting both linguistic competence and social negotiation. Early studies, such as those by Poplack (1980), focused primarily on the structural patterns of code-switching, distinguishing between inter-sentential and intra-sentential switches, and highlighting the grammatical constraints that govern them. These foundational works provided a framework for understanding how bilingual speakers manage two linguistic systems simultaneously, setting the stage for later research that considered social and functional aspects of code-switching. In the context of Algeria, such structural approaches have been useful in identifying patterns of French-Arabic alternation in both formal and informal

registers, but they often fail to account for the sociohistorical factors that shape bilingual practices in this unique environment.

Subsequent studies emphasized the social functions of code-switching, showing that language alternation serves purposes beyond mere grammatical necessity. Researchers such as Gumperz (1982) highlighted how code-switching can signal group identity, social distance, or shifts in formality. In Algeria, code-switching between French and Arabic is deeply intertwined with historical and political realities, particularly the legacy of French colonization, which left a significant imprint on education, administration, and urban life. French, as a prestigious language of modernity and socioeconomic mobility, coexists with Arabic, which carries cultural, religious, and national significance. Studies in this area reveal that bilingual speakers strategically use code-switching to negotiate these identities, aligning with Gumperz's view of language as a social tool. Recent research in Algerian sociolinguistics has explored code-switching in more specific contexts, including everyday conversations, classroom interactions, and digital communication. Work by Benrabah (2007) demonstrated that French-Arabic switching in urban youth speech is often motivated by the desire to signal modernity, cosmopolitan identity, or membership in peer networks. These studies indicate that code-switching is not random but socially meaningful, reflecting complex negotiations of power, education, and status. Moreover, they underscore that urban Algerian speech communities exhibit a high degree of bilingual fluidity, with speakers often alternating languages within a single utterance or even a single word, depending on context and interlocutor.

Another strand of research focuses on the pragmatic functions of code-switching, analyzing how speakers use alternation to manage discourse, emphasize points, or convey nuanced attitudes. Studies by Auer (1998) and Li Wei (2000) suggest that code-switching functions as a discourse strategy, allowing speakers to structure conversation, signal topic shifts, or negotiate politeness. Algerian research confirms this, showing that French may be used to introduce technical, modern, or formal topics, while Arabic conveys emotion, solidarity, or cultural reference. These findings indicate that bilingualism in Algeria is highly context-sensitive, with speakers actively choosing language forms to achieve communicative goals rather than following rigid structural rules.

In addition to urban spoken discourse, media and social networks have become increasingly important sites for studying code-switching. Scholars have observed that social media platforms, blogs, and online forums provide Algerian speakers with spaces to experiment with bilingual expression. According to Kachru's (2006) framework on World Englishes and expanded bilingual contexts, these digital environments facilitate rapid alternation and creative mixing of languages. In Algeria, online communication often reflects playful, humorous, or ironic uses of French-Arabic alternation, demonstrating that code-switching serves both identity construction and performative purposes. The digital sphere also highlights generational differences, as younger users are more likely to blend languages fluidly compared to older speakers who may maintain more distinct linguistic boundaries.

Several studies have addressed the relationship between education, social class, and code-switching in Algeria. Research indicates that highly educated individuals, particularly those who attended French-language schools or universities, are more likely to engage in frequent and complex code-switching. This supports Ferguson's (1991) notion of diglossia, in which distinct languages occupy specialized functions in society. In Algeria, however, the distinction between "high" and "low" varieties of Arabic and the incorporation of French complicates traditional diglossic models, suggesting a hybrid sociolinguistic landscape. Code-switching thus becomes a marker not only of bilingual proficiency but also of social positioning, as speakers negotiate authority, education, and cultural knowledge in daily communication.

The literature also emphasizes identity and ideological dimensions of code-switching. Speakers often employ French-Arabic alternation to assert cosmopolitan identity, resist nationalist ideologies, or reflect ambivalent attitudes toward colonial legacies. Research by Boudlal and Benrabah (2015) suggests that code-switching allows Algerians to navigate competing cultural pressures, projecting modernity and global connectedness while maintaining ties to Arabic heritage. This dual function of code-switching as both social performance and identity negotiation is particularly relevant in urban settings, where multilingual repertoires are necessary to participate in professional, educational, and social networks.

Few studies, however, have thoroughly analyzed code-switching in Algerian literary or artistic texts, such as comics, graphic novels, and films. While some researchers (e.g., Amara, 2018) have begun exploring linguistic creativity in media, much of this work remains descriptive, focusing on observable alternation rather than the functional or sociopolitical implications of code-switching in narrative forms. Given the rise of Arabic-French comics and digital storytelling in Algeria, examining how code-switching functions in these spaces is an emerging research need. This gap suggests that studies of bilingualism should extend beyond spoken discourse to cultural production, where language choice can signal character, theme, or social commentary.

Methodologically, the literature points to both qualitative and quantitative approaches to studying code-switching. Qualitative analyses, including ethnographic observation, interviews, and discourse analysis, allow researchers to capture contextual motivations, pragmatic functions, and social dynamics. Quantitative approaches, such as corpus analysis and frequency counts, provide systematic insights into patterns and prevalence. Algerian studies increasingly combine these methods, reflecting a growing recognition that code-switching is multidimensional, requiring attention to both form and function, as well as social and historical context.

Finally, theoretical perspectives on code-switching in Algeria continue to evolve. While early studies relied heavily on structuralist or formalist models, recent research integrates sociolinguistic, pragmatic, and interactionist frameworks. Scholars emphasize that code-switching cannot be understood solely as a linguistic phenomenon; it must be examined as a socially and historically situated practice, shaped by identity, ideology, and power relations. The literature therefore provides a foundation for investigating not only how Algerians switch languages but why, highlighting the interplay between social context, individual agency, and linguistic competence. These insights

inform the present study, justifying an in-depth analysis of French-Arabic code-switching across multiple communicative settings, including spoken, written, and digital media.

Recommendations

To better understand and manage French-Arabic code-switching in Algeria, educational institutions should integrate bilingual competence into language curricula. Teachers should encourage students to reflect on the pragmatic, social, and cultural functions of code-switching rather than treating it solely as an error or deviation. Incorporating authentic communicative materials, including social media posts, comics, films, and classroom interactions, can provide learners with realistic examples of bilingual practices. In addition, teacher training programs should emphasize the sociolinguistic realities of Algerian bilingualism, equipping educators with strategies to guide students in navigating and analyzing code-switching as a communicative and identity-building tool.

Policymakers should recognize the functional and symbolic value of code-switching in urban and professional settings. Rather than enforcing rigid language policies that prioritize monolingualism, authorities could support programs that validate bilingual practices, such as promoting bilingual media content, encouraging professional communication in both Arabic and French, and fostering cultural events that celebrate linguistic hybridity. Such policies would reduce stigma surrounding code-switching and enhance opportunities for social inclusion, educational achievement, and professional mobility.

In the field of media and communication, producers of Algerian content—whether television, digital platforms, or comics—should consider the audience’s bilingual competence when designing scripts and narratives. Strategic use of code-switching can enrich storytelling, deepen character development, and reflect the authentic sociolinguistic environment. Media literacy programs could help audiences critically engage with code-switched texts, understanding the social, cultural, and pragmatic meanings behind language alternation.

Researchers and scholars should prioritize interdisciplinary collaboration when studying code-switching, drawing insights from linguistics, sociology, education, media studies, and cultural studies. Such collaboration can produce more nuanced analyses of bilingual practices, accounting for structural patterns, social motivations, and ideological dimensions simultaneously. Research networks and conferences could provide platforms for sharing best practices, methodologies, and case studies, fostering a comprehensive understanding of bilingual communication in Algeria.

Implications

Understanding French-Arabic code-switching in Algeria has significant theoretical, educational, and social implications. Theoretically, it challenges traditional monolingual assumptions and contributes to models of bilingualism that emphasize fluidity, pragmatics, and identity negotiation. By integrating sociolinguistic, pragmatic, and interactional perspectives, researchers can refine existing theories on code-switching and multilingual communication, expanding their applicability to post-colonial and hybrid linguistic contexts.

Educationally, recognizing the legitimacy and functions of code-switching can transform pedagogical approaches, promoting inclusive, context-aware, and culturally responsive teaching methods. Students who understand the social and communicative roles of code-switching are better equipped to navigate bilingual environments, both academically and professionally. This can also enhance their metalinguistic awareness, enabling them to make conscious, strategic language choices.

Socially, acknowledging the dynamics of code-switching can foster greater tolerance and appreciation for linguistic diversity. Understanding why speakers alternate between Arabic and French can help reduce stigmatization of certain speech patterns, supporting multicultural coexistence and reinforcing the symbolic value of linguistic hybridity as a marker of Algerian identity. Moreover, such insights can assist policymakers, community leaders, and educators in designing programs that strengthen social cohesion while respecting linguistic realities.

Suggestions for Further Research

Future studies could examine code-switching across additional communicative contexts, including rural communities, professional workplaces, or online gaming platforms, where bilingual practices may differ from urban environments. Comparative studies between Algerian bilingual speakers and those in other post-colonial Francophone countries could reveal shared patterns and unique sociolinguistic features, enriching cross-cultural understanding.

Another area for research is longitudinal studies tracking the evolution of code-switching over time. Such studies could investigate how generational shifts, educational policies, digital media exposure, and social mobility influence bilingual practices. By understanding temporal dynamics, scholars can better predict trends in language use and the persistence or transformation of code-switching norms. Additionally, exploring the cognitive and psycholinguistic aspects of code-switching in Algeria could provide insights into bilingual mental processing, language acquisition, and memory. Investigating how speakers switch languages under varying cognitive loads, emotional states, or social pressures would complement sociolinguistic findings, producing a more holistic understanding of bilingual competence.

Finally, further research could focus on the artistic and literary dimensions of code-switching, such as in Algerian comics, films, novels, and theater. Analyzing how code-switching contributes to narrative voice, humor, cultural critique, and identity construction could expand the scope of sociolinguistic research beyond spoken discourse, bridging the gap between language, literature, and visual media.

Conclusion

This study has examined the complex phenomenon of French-Arabic code-switching in Algeria, situating it within the broader sociolinguistic and historical context of the country. Algeria's bilingual reality is deeply rooted in its colonial past, where French coexisted and often competed with Arabic, both Modern Standard Arabic and local dialects (Nedjar, 2026). The research highlights

that code-switching is not merely a linguistic curiosity or a sign of incomplete language mastery, but rather a functional, socially meaningful practice embedded in everyday communication, education, media, and artistic expression. By drawing on sociolinguistic, pragmatic, and interactional theories, this study has demonstrated that code-switching serves multiple purposes: signaling identity, negotiating social hierarchies, conveying nuanced meanings, and facilitating communication across linguistic boundaries (Abu-Zayd, 1996; Fadel, 1994).

One of the central findings of this research is the strong link between code-switching and identity construction in the Algerian context. Speakers employ French-Arabic switching not only for pragmatic reasons but also as a symbolic marker of social, cultural, and generational identity. This aligns with Barth's (1967) notion of meaning as a co-constructed phenomenon, where the reader or listener plays a crucial role in interpreting linguistic choices. In the Algerian context, the audience's expectations and familiarity with bilingual norms influence how code-switched discourse is understood, emphasizing the inseparability of language, context, and social interaction (Hashim, 2020). Moreover, this study corroborates prior research indicating that bilingualism in post-colonial societies functions as a tool for negotiating power relations, reflecting both colonial legacies and contemporary social dynamics (Ma'araji, 2018).

The analysis of Algerian code-switching in various domains—including spoken interactions, social media, and comics—reveals the multidimensional nature of this linguistic phenomenon. Comics, for example, represent a multimodal platform where code-switching can simultaneously serve narrative, humorous, and socio-political functions, making them particularly insightful for examining bilingual practices (Amr, 2017; Mahmoud, 2018). In comics like those produced by SLIM or other Algerian artists, the authorial presence remains significant, yet the visual and textual interplay allows for partial independence from the author's intent. This illustrates the tension between Barth's (1967) "death of the author" and the socio-cultural realities of Algerian readership, where audiences often seek the author's perspective to interpret social, political, or moral messages embedded in the work. The findings suggest that code-switching in such artistic media functions as a form of sociocultural negotiation, balancing creativity, communication, and identity.

Despite the theoretical applicability of concepts such as the "death of the author" and the fluidity of meaning, the study underscores the challenges in transferring Western linguistic and literary theories directly into the Algerian context. The literature reviewed demonstrates significant differences in foundational assumptions, including the role of the author, the function of the text, and the socio-cultural expectations of the audience (Hashim, 2020; Abu-Zayd, 1996). In Algeria, linguistic practices are closely intertwined with historical experiences, collective memory, and socio-political pressures, making code-switching both a practical and symbolic act. Therefore, while theories of code-switching, authorial intent, and textual meaning offer valuable analytical frameworks, they must be adapted thoughtfully to account for local linguistic ecologies and the particularities of Algerian bilingualism.

From a pedagogical perspective, this study highlights the importance of embracing bilingual practices in educational curricula and language policy. Recognizing code-switching as a legitimate

communicative resource can empower learners, enhance their metalinguistic awareness, and reduce the stigma associated with hybrid linguistic practices. Similarly, media and literary creators, policymakers, and educators should account for the multifunctionality of code-switching, integrating it into tools for social critique, identity exploration, and cultural representation. Theoretical insights from sociolinguistics and pragmatics, combined with practical analyses of bilingual communication, can inform policies and teaching strategies that better reflect Algeria's linguistic realities (Fadel, 1994; Mahmoud, 2018).

The implications of this research extend beyond the Algerian context, offering insights for other post-colonial and bilingual societies. Understanding code-switching as a socially, culturally, and contextually motivated practice contributes to broader theories of multilingual communication, identity negotiation, and the co-construction of meaning. Future research should explore longitudinal patterns of bilingualism, cross-generational shifts in code-switching norms, and the influence of digital media on linguistic behavior. Comparative studies between Algerian bilingual speakers and speakers from other Francophone or Arabophone countries could further illuminate universal and context-specific features of code-switching, while experimental and psycholinguistic studies could examine cognitive mechanisms underlying language alternation.

In conclusion, French-Arabic code-switching in Algeria exemplifies the dynamic interplay between language, identity, and society. It is simultaneously a practical communication tool, a reflection of historical and cultural legacies, and a site of creative expression. While Western theories such as the "death of the author" provide valuable lenses for analysis, their application must consider the unique sociolinguistic and cultural landscape of Algeria. This study contributes to a deeper understanding of bilingual communication, offering both theoretical insights and practical recommendations for educators, policymakers, and researchers interested in multilingual societies. Recognizing the significance of code-switching ultimately fosters appreciation for linguistic diversity and encourages more nuanced, context-aware approaches to language research and pedagogy.

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