

War stories and teaching the unspeakable: analysis of
the Algerian secondary school French textbook for the
third year

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Abstract. This article aims to examine the place of war narratives in Algerian ninth-grade French textbooks. While focusing on the materials proposed in the initial project, the objective is to identify the pedagogical strategies used to present the “words” and the unspeakable nature of conflicts, and to evaluate their impact on students’ memory construction. The analysis reveals a methodical didactic progression: from factual anchoring (sequence 1) to the introduction of testimony and emotion (sequence 2), leading to critical analysis and interpretation (sequence 3). It seems to us that this approach aims to transform the learner into an actor in historical interpretation, guiding them towards a nuanced understanding of traumatic events.

Keywords: war narrative, memory, unspeakable, textbook, teaching French as a foreign language.