

## 在職雙語教師之教師專業認同探究

### 一、研究摘要

#### (一) 中文摘要

在 2030 雙語政策的願景之下，雙語教育一直是外界關注的重點。雙語教師的專業認同是雙語教師角色當中最核心的部分，因為雙語教師的專業認同會影響他們如何看待自己、如何進行教學、如何了解他們的工作本質以及如何扮演自己在社會中的角色。教師可透過自我意象的探索形塑教師專業認同；雙語教師一旦對於自己的專業產生了認同，經過時間的洗禮，便會成為自己想要成為的樣子。本研究是一個為期二年三個月的縱貫性追蹤研究，研究對象為一位藝術領域的國中雙語教師。研究者藉由檔案分析、半結構式訪談、課室觀察及研究者省思札記等方法蒐集資料，並以敘說探究的方式探討雙語教師的專業意象，以瞭解在職雙語教師如何在雙語課堂的實踐與反思中建構教師專業認同。研究結果發現雙語教師的專業意象為：具備良好的英語能力、專業能力、雙語教學知能以及擁有開放及接納的特質。在職雙語教師透過與周遭人、事、物的溝通、協商與整合(包含校內的學生、同儕、行政、校外的社群)形塑、解構及重塑專業認同。藉由投入不同的增能、研習活動，雙語教師得以增進自己的英語能力、專業能力與雙語教學知能，進而提升自我的專業意象與專業認同。

關鍵詞：雙語教育、在職雙語教師、教師專業認同

#### (二) 英文摘要

Under the vision of the 2030 bilingual policy, bilingual education has been a significant part of public concern. The professional identity of bilingual teachers constitutes the core of their roles, as it influences how they perceive themselves, conduct teaching, understand the essence of their work, and navigate their roles in society. Teachers can shape their professional identity through the exploration of self-images. Once bilingual teachers recognize their professional identity, they evolve over time into the educators they aspire to become. This two-year and three-month longitudinal research project focuses on an in-service bilingual junior high school teacher teaching performing arts. Data were collected from document analysis, semi-structured interviews, classroom observations, and the researcher's reflective journals. Through narrative inquiry, the study explored the professional image of a bilingual performing arts teacher, aiming to understand how she constructed her professional identity through the practice and reflection on her bilingual lessons. The research findings revealed that the professional image of the participant bilingual teacher

encompassed proficient English skills, professional competence, bilingual teaching knowledge and abilities, and possessing open and accepting qualities. The participant bilingual teacher shaped, deconstructed, and reconstructed her professional identity through communication, negotiation, and integration with her surroundings (including students, peers, administration, and external communities). By engaging in various empowering professional development activities, the participant bilingual teacher enhanced her English skills, professional competence, and bilingual teaching knowledge and abilities, thereby elevating her professional image and identity.

Keywords: bilingual education, in-service bilingual teacher, teacher professional identity