

摘要

近期臺灣實行雙語國家計畫，帶給教師許多挑戰。面對如何迎接雙語教育的衝擊，本研究分別由國小、國中、師資培訓教師三位研究者撰寫雙語教學敘事，以自我民族誌（autoethnography）為主要研究方法，透過三方相互分析後，呈現視覺藝術教師以文化維持教學法（culturally sustaining pedagogy, CSP）理念反思雙語教學的歷程。本研究歸納視覺藝術雙語教學三點困境：（1）現今臺灣視覺藝術雙語教育中與科目本質契合的教學理論尚未充足。（2）雙語教學中語言的使用易流於表面，缺乏深刻的文化理解。（3）雙語教育目標與內容仍有待釐清。針對上述三點困境，本文建議：（1）以文化作為視覺雙語教育的核心，實踐以「文化維持教育」為理念的教學，將文化視為動態概念。（2）以文化視角理解當下所處的環境，並增進國際理解。對於未來研究，本文建議參考 CSP 概念，構建視覺藝術雙語課程與教學標準。

關鍵詞：文化維持教學法、自我民族誌、敘事研究、視覺藝術教育、雙語教育

Abstract

Recently, Taiwan implemented the Bilingual Nation Plan, presenting many challenges for teachers. Using autoethnography as a main research method, this study examines the bilingual teaching narratives of three researchers—a primary school teacher, a junior high school teacher, and a teacher education instructor—to uncover strategies for tackling and navigating the challenges of bilingual education. Through mutual analysis, the researchers reflect on the bilingual teaching process of visual arts teachers based on the concept of culturally sustaining pedagogy (CSP). The study revealed three bilingual visual arts education challenges: (1) Taiwan's bilingual education lacks visual arts-appropriate teaching theories. (2) Language use in bilingual education is typically shallow and lacks cultural awareness. (3) Bilingual education goals and content require clarification. This research suggests: (1) Culture should be at the core of bilingual visual arts education, implementing teaching based on the CSP concept, viewing culture as a dynamic concept. (2) Culturally comprehending current context and enhancing international understanding. For future research, this study suggests using CSP to develop bilingual visual arts curricula and teaching standards.

Keywords: culturally sustaining pedagogy, autoethnography, narrative inquiry, visual art education, bilingual education