

摘要

本研究旨在發展符合國小音樂雙語教學情境之角色扮演示例，檢視其於師資培育課程之實施成效，聚焦師資生音樂教學實踐力與雙語運用能力之提升。研究採行動研究法，以一所大學 24 位修習雙語音樂課程之師資生為對象，透過專家評量、觀察紀錄、教學省思與學習滿意度調查等多元資料，進行綜合分析。研究結果顯示，本研究發展出五大主題之雙語音樂教學示例，經三循環修正後，形成「精準情境—明確步驟—多模態提示」之結構特徵，並以雙欄位設計呈現師生互動與多模態運用。在成效方面，情境化角色扮演有效提升師資生之雙語運用能力，強化課堂互動與教學即時應變能力；惟在音樂概念講解與專業示範之精確性仍顯不足，反映師資生的音樂專業知能有待深化。此外，情境化角色扮演亦能因應不同背景師資生，提供差異化支持，並透過回饋機制促進其教學覺察與修正。

關鍵詞：師資培育、國小音樂教育、情境化角色扮演、雙語音樂教學

Abstract

This study aimed to develop situational role-play scenarios tailored for elementary bilingual music instruction and to examine their effectiveness within a teacher education course, focusing on enhancing preservice teachers' pedagogical practice and bilingual competence. Using an action research approach, the study involved 24 preservice teachers enrolled in a bilingual music course at a university in Taiwan. Multiple data sources—including expert evaluations, classroom observations, teaching reflections, and satisfaction surveys—were collected and analyzed. The results showed that five thematic scenarios were constructed and refined through three iterative cycles, forming a structured framework characterized by precise contexts, explicit steps, and multimodal scaffolds, presented in a dual-column format that integrates teacher–student interactions with multimodal strategies. In terms of outcomes, situational role-play effectively enhanced preservice teachers' bilingual performance, strengthened classroom interaction, and fostered adaptive responsiveness. However, limitations remained in the accuracy of music concept explanations and professional demonstrations, indicating a need for further development of music content knowledge. Moreover, situational role-play provided differentiated support for preservice teachers with diverse backgrounds and, through feedback mechanisms, facilitated greater self-awareness and correction of teaching problems.

Keywords: teacher education, elementary music education, situational role-play, bilingual music instruction