

## 中文摘要

藉著聆聽教師的敘說，我研究的主要目的在於理解教師專業認同的歷程，及此歷程所彰顯的意義世界。以Mead談論的自我概念作為基礎，我認為教師專業認同的概念是一發展性的歷程，而不將其視為本質、本體或範疇。此外，個人的認同歷程在敘說中展現也是我所強調的另一個重點，也就是說，個人在向聽者敘說裡頭展現其生命經驗，而聽者得以藉著語言的力量理解敘說者的生命經驗。奠基於此，研究者（我）才得以理解教師（受訪者）的敘說。

我採用「教育學傳記研究」作為研究取向，並以德國學者Fritz Schütz發展的「敘述訪談」作為資料採取工具，蒐集而來的資料即是我所謂的「文本」或「故事」。訪談的對象是小卉 -- 一位成為國小教師五年左右、服務兩所學校的初任教師。訪談結果在轉錄成逐字稿後，依據Schütz所提出的文本分析流程進行文本結構描述，並嘗試詮釋以析出故事抽象概念。

經過文本結構描述和分析，逐漸呈現「選擇」、「在比較中了解自己」以及「愛與被愛」的教師故事圖像。然而，我並未只是停留在故事詮釋的階段，而更進一步和其它教師敘說進行對話，其目的在於企圖呈現「我們如何看待教師故事、發聲」的議題。最後，我反思本研究的價值以及教育學傳記研究的意義。

關鍵字：教育學傳記研究、敘述訪談、教師專業認同、初任教師、國小教師、敘說研究

## Abstract

The purpose of my research is mainly to understand the process of a teacher's professional identity by listening teacher's narrative. Also, I attempt to explore the meanings represented by this process. Based on Mead's concept of self, I argued that the attribute of teacher's professional identity might be better viewed as a developing process than essences, substances or categories. Furthermore, one's identity process revealing from narrative is other key point in my study. That is to say, one displays his or her life experiences with a narrative to listener, and then the listener understands the experiences through the power of language. Therefore, according to the above-mentioned methodological basis, I (researcher) could make sense of the teacher's (interviewee) narrative.

I adopt "Biographic Research in Pedagogy" as my research approach, and collected raw data called "text" or "story" with "Narrative Interview" developed by Fritz Schütz, a Germany sociologist. After interviewing the first teacher, Little-hui, who just has been working about five years in two elementary schools, I followed Schütz's procedures of text-analysis to describe the structure of the text and attempt to catch abstract concepts in hui's story.

After the process of structure description and interpret, "choosing", "knowing self by comparing with peers", and "to love and to be loved" gradually showed up to be images of Little-hui's story. However, I didn't stay right in the position of story-interpreting. Moreover, I situated these images a dialogue with another inquires of teachers' narratives, and attempted to raise the issue of "how have teachers' stories, voices, or narratives been viewed and treated in the context" for discussion. At the end, I reflected on the value of this research and the meaning of "Biography Research in Pedagogy."

Key word: biography research in pedagogy, narrative interview, teacher's professional identity, first teacher, elementary school teacher, narrative inquiry