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对外汉语综合课教材语法术语安排的考察与思考

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摘要：面向第二语言教学的汉语教材是如何选择和安排语法术语的，虽常受关注，但未有较为系统的考察和分析。对语法类术语在二语教学中的脚手架作用的性质、方式和界限尚未引起重视。针对这些问题，本文选取两套对外汉语教学综合课教材中的语法术语使用情况为例，基于汉语语法项目的特点和学习者的认知能力，在对比分析两套教材语法术语呈现内容和方式的基础上，提出综合课教材语法术语安排的若干原则，主要包括基本层级范畴原则、相对透明性原则和相对系统性原则。

关键词：综合课教材；语法术语；术语选取；术语呈现；基本原则

Grammatical Term Arrangements in TCFL Textbooks of Comprehensive Course

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Abstract: Though often being a focus, there is still no relatively systematic investigation and analysis on how to select and arrange the grammatical terms in Chinese textbooks for second language teaching. The nature, mode and limits of grammatical terms, which play the role as scaffolding in TCFL (Teaching Chinese as a Foreign Language), have never been fully discussed. With consideration of the above problems, this paper examines the usage of grammatical terms in two TCFL textbooks of comprehensive course, and proposes some principles regarding the arrangement of grammatical terms in those textbooks, including the principle of basic level category, the relative transparency principle and the relatively systematic principle. Those principles are based on the characteristics of Chinese grammatical items and the cognitive ability of the learners, as well as the comparison of the content and the way to present the grammatical terms in the above two textbooks.

Key words: comprehensive course textbook; grammatical term; term selection; presentation of term; basic principle
日语母语对汉语词汇习得的影响研究
——以双音节词汇为研究对象

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摘 要：本文对汉语和日语的双音节词汇进行分类比较，归纳出了八项词类，并分析不同类别的词汇在两种语言中的词形、语义及语用的不同，进而提出在教学上将八项词类的词汇分为书写、语法、语用三个层面进行教学。

关键词：第二语言；习得；同形异义；负迁移；教学策略

Researches on Japanese speakers learning Chinese vocabulary
Taking two–syllable words for the research object

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Abstract: This paper compares the two syllable words in Chinese and Japanese, which sums up eight categories, and analyzes on different categories vocabulary of two languages in morphology, semantic and pragmatic. At last, teaching to the vocabulary is divided into three aspects, which are writing, grammar and pragmatics.

Key words: The second language acquisition; homographs; negative transfer; teaching strategy
基于现代汉语语料库考察下的“苦”之义项分析

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摘要：多义词研究是词汇语义学、词典编纂学、二语教学及翻译学等领域重要课题。本研究以味觉词“苦”字为例，结合定量分析与定性分析，以共时语料库中的1000条“苦”字例句为文本，以Evans（2005）所提多义词义项分析准则为理论框架，经由意义准则、句法准则及概念化准则对“苦”字义项进行分析归纳。经过分析，本文归结了（1）“苦的味道”；（2）“难过的表情”；（3）“痛苦”；（4）“苦于”；（5）“使……痛苦”；（6）“难以忍受的境况”；（7）“辛苦”；（8）“耗费时间精力地行动”八个“苦”之义项，并构建出其语义网，为字典编纂、翻译及国际汉语教学提供参考。

关键词：多义词；义项分析；隐喻；味觉词

The Distinction of Senses of Polysemy of “Ku”（苦）:
Based on the Corpus of Modern Chinese

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Abstract: The study of polysemy is an important subject for lexical semantics, lexicography, foreign language education, and translation science. This study, taking "Ku" (苦) as an example, with the Principled Polysemy of Evans (2005) as the theoretical framework, and using the notions of Conceptual Metaphor to determine the different meanings of "Ku" (苦) in contemporary Chinese. Through analysis of 974 different texts containing "Ku" (苦), this paper found eight meanings for "Ku" (苦): (1) bitter taste; (2) a sad facial expression; (3) pain; (4) to suffer from; (5) make sb. feel pain; (6) unbearable situation; (7) hardship; (8) a time consuming action. In addition, the study constructs a semantic network for "Ku" (苦), which can provide a reference for dictionary compilation, translation, and Chinese language teaching.

Key words: Polysemous; Sense; Metaphor; Taste word
基于 HSK 动态作文语料库的“越来越 X”格式偏误分析

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摘 要：文章通过对北京语言大学 HSK 动态作文语料库中“越来越 X”格式的使用情况进行考察，总结出了 6 种偏误类型。并通过对偏误的分析发现，学生对该格式语义特点掌握不彻底、母语及目的语知识的负迁移、学生的学习态度以及教师的教学等是导致偏误产生的原因。在以上分析的基础上，文章最后对“越来越 X”格式的教学提出了几点建议。

关键词：“越来越 X”格式；偏误类型；偏误原因；教学建议

Error analysis of “yue lai yue X” (越来越 X) construction based on the HSK dynamic composition corpus

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Abstract: This paper firstly sums up six error types of “yue lai yue X” construction through inspecting HSK dynamic composition corpus of Beijing Language and Culture University. The origin of these errors lies in the incomplete grasp of this construction’s semantic characters, the negative transfer of mother tongue as well as the target language, the learning attitudes, and the teaching methods. At last, this paper further gives some teaching suggestions about “yue lai yue” construction based on the systematically analysis.

Key words: “yue lai yue X” construction; error types; factors; teaching suggestion
也议“的”、“地”、“得”的分合
——从电视媒体和外国学习者的角度

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摘 要：本文通过随机的方式，对电视字幕中“的”、“地”、“得”的使用情况进行了考察，发现字幕中“的”、“地”、“得”混用情况非常严重。文章还考察了外国学习者“的”、“地”、“得”的使用情况，指出他们使用这三个词语的时候，混用情况也很严重。有鉴于此，作者建议“的”、“地”、“得”应该合并为一个，没有必要区分为三个。

关键词：“的”；“地”；“得”；分合；中介语

About Division and Mergence of “De(的)” “De(地)” and “De(得)”

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Abstract: On the basis of random sampling survey, the paper investigates the usage of “De(的)” “De(地)” and “De(得)” in the subtitles of TV programs, and finds out the mixed situation of these words is very serious. The article also examines the usage of “De(的)” “De(地)” and “De(得)” of foreign learner, and indicates when they used these three words, the mixed situation is also very serious. For this reason, the authors recommend “De(的)” “De(地)” and “De(得)” should be merged into one, there is no need to be divided into three words.

Key words: De(的)；De(地)；De(得)；division and mergence；interlanguage
“不停”与“不断”的对比分析

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摘要：在大规模语料库的基础上，本文对比分析了现代汉语“不停”与“不断”的异同。从语法上看，在句中作补语时，“不停”与“不断”在句中都可以当状态补语，但“不断”在句中还可作结果补语；此外，在句中作中心语受其他词修饰时，“不断”与相关词语组合后表示持续的程度更高。从语义上看，在表示重复性意义时“不停”程度略高于“不断”，但是“不断”还表示过程的延续性，描写状态逐步产生变化。

关键词：不停；不断；语义；语法；异同

Comparative analysis Between “Buting”（不停） and “Buduan”（不断）

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Abstract: Based on large scale corpus, this paper compares and analyzes the similarities and differences between “Buting”（不停） and “Buduan”（不断） in modern Chinese. In terms of grammar, as the word is complementing sentence, “Buting”（不停） and “Buduan”（不断） describe states, but “Buduan”（不断） expresses result also. In addition, when “Buduan”（不断） is combined with other words, it indicates a higher degree of continuity. From the point of view of semantics, “Buting”（不停） and “Buduan”（不断） both describe repeatability, while “Buting”（不停） is more obvious than “Buduan”（不断）. In the same time “Buduan”（不断） also means continuity.

Key words: Buting; Buduan; semantics; grammar; similarities; differences
句法结构“既然”的连词化——从连词化角度考察“既然”与“由于”主观性上的差异

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摘 要：连词“既然”是由副词“既”与指示代词“然”构成的偏正结构发展而来的。语用推理是“既然”得以连词化的主要机制；韵律因素、代词并入和去范畴化则是“既然”连词化的主要动因。“既然”与“由于”在主观性上的差异可以追溯到其形成机制上，“既然”句推理的理据性较弱，显示出说话人的主观意愿；而“由于”句推理的理据性较强，更适合标识客观因果关系。

关键词：“既然”；“由于”；连词化；主观性

The Conjunctionalization of the Syntactic Structure “Ji ran” (既然)
——On the Study of the Difference of Subjectivity Between “Ji ran” (既然) and “You yu” (由于) from Conjunctionalization Perspective

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Abstract: “Ji ran” (既然) is developed from syntactic structure between “jì” (既) and “rán” (然). It can be concluded that pragmatic inference shows the main mechanism of the formation of “Ji ran” (既然)，while rhythm and pronoun incorporation are the main motivations of its formation. “Ji ran” (既然) and “You yu” (由于) in the subjective difference can be traced back to the mechanism of their formation, reasoning motivations in “Ji ran” (既然) sentence is weaker, with speaker’s subjective feeling; and “You yu” (由于) sentence reasoning motivation is stronger.

Key words: Ji ran (既然); You yu (由于); conjunctionalization; subjectivity
语用标记“说不定”的语法化及
对外汉语教学策略

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摘要：“说不定”是现代汉语中常用的表推测的语用标记。因其使用中具有多种限制条件，使得留学生习得时产生偏误。文章探讨了语用标记“说不定”的形式特征、语义基础及其语法化历程，并进一步探讨其语法化的动因和机制，指出主观化、重新分析及使用频率是“说不定”语法化的主要原因。最后提出具体的对外汉语教学策略。

关键词：“说不定”；语法化，主观化；重新分析；对外汉语教学

Grammaticalization and Teaching Strategies of Teaching Chinese as a Foreign Language of the Pragmatic Marker “Shuobuding”（说不定）

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Abstract: “Shuobuding”（说不定）is the pragmatic mark which expresses speculation in the modern Chinese. Various constraints in its use cause students produce errors when learning. The article discusses the formal features of “Shuobuding” pragmatic markers, semantic basis for this kind of discourse markers and grammaticalization of course, further discuss the dynamics and mechanisms of its grammaticalization, and point out that subjectivisation, reanalysis and frequency of use are the main reasons of grammaticalization. Finally, propose the specific teaching strategies of teaching Chinese as a foreign language.

Key words: “Shuobuding”（说不定）; grammaticalization; subjectivisation; reanalysis; teaching Chinese as a foreign language
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摘 要: 我们正在开发一个新型考试, 从使用方法和考试形式来说, 可称之为基于网络的计算机自适应性汉语考试 (C–CAT; Chinese Computerized Adaptive Test)。C–CAT 的最大特点是, 基于项目反应理论 (IRT; Item Response Theory) 开发, 试题自身具有绝对的尺度, 计算机自动分配给最适合被试能力的试题, 考试过程是一个动态性的, 能在短时间内更客观、更准确地测试出被试的能力水平。本文首先根据被试特点, 论及了该考试的性格和测试内容框架。之后从理论和实践上探讨了为什么开发, 其可能性何在? 在此基础上, 考察了 IRT 和 CAT 在目前一些大规模汉语考试上的应用。最后, 在简约地介绍了计算机考试发展的来龙去脉的基础上, 阐述了该考试系统设计、特点、C–CAT 的构成和优势所在。

关键词: 汉语考试; 计算机自适应性考试; 项目反应理论; 研制开发

The Development of Chinese Computerized Adaptive Test

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Abstract: We are developing a new type of test, which is called Chinese Computerized Adaptive Test (C–CAT) due to the methods and forms that it uses. The advantages of C–CAT are distinct and overwhelming. Based on the Item Response Theory (IRT), C–CAT can perform as a perfect measure, with computer automatically allocating test items which is in compliance with the examinee’s level. It has a dynamic testing process and can estimate objectively and accurately the ability of the examinee in a short time. This paper discusses features and content framework of the test according to the characteristics of the subject, and then explores, theoretically and practically, the reasons and possibility of the development of C–CAT. On this basis, the survey is carried out on the current application of IRT and CAT in some large-scale Chinese tests. Finally, the paper introduces briefly the development of the computer-based test and illustrates the design, characteristics, C–CAT structure and advantages of the test system.

Key words: Chinese tests; Computerized Adaptive Test; Item Response Theory; Development
Comparative Approach: Application in the Development Of Country-Specific Business Chinese Teaching Materials

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Abstract: Comparative Approach has two implications; First, the text contents of Chinese textbooks and exercises will cover both the Chinese and English cultures. Second, the comparison of Chinese and the host country’s native languages, emphasizing on the localization, friendliness and acceptability. A Business Chinese Textbook based on Comparative Approach is suggested to follow the six rules( abbreviated as COCA COLA): Topics on Cultural Comparison, contents on the host country’s Own Culture, Communication-oriented Class Teaching with Acceptable difficulty, Real Business Cases and Operations are offered, and a Linguistic Analysis on the similarity and difference of two languages is provided.

Key words: comparative approach; country-specific; business Chinese teaching materials
泰国小学本土汉语教材的演变
——基于词汇与相关词句考察

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摘要：泰国汉语作为第二语言教学的发展，是由华文作为第一语言演变而来的。这一演变过程并非是一触而就，而是被政治大背景下完成的。本文选取不同时期的四套泰国本土汉语教材，采用内容分析和统计法对教材的词汇和相关词语进行考擦，发现本土教材不仅可以反映汉语教学的发展，也能反映泰国华文教育政策的变迁，这一演变轨迹，希望能对当今泰国汉语教材的研發与推广有所启示，同时也为研究其他国家汉语教学发展提供借鉴。

关键词：泰国；小学；本土；汉语教材；演变

Evolution of Thailand’s Local Chinese Teaching Materials of Primary School
——Based on vocabularies and relevant sentences of textbooks

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Abstract: As the development of second language in Thailand, Chinese language was evolved from Chinese language as the first language. While the evolution process was never achieved success rapidly, it was accomplished under the great political background. This paper selected four native types of Chinese textbooks in different periods of Thailand, and then applied content analysis and statistics methods to conduct investigation on vocabularies and relevant sentences of textbooks. After this, it found that native textbooks could not only reflect the development of Chinese teaching, but also reflected the changes of Thai Chinese language education policies. The study on this evolution locus hoped to make some enlightenment on current researches and popularity of Chinese textbooks in Thailand, and then provided references for studying the Chinese.

Key words: Thailand; primary school; local; Chinese teaching materials; evolution
Chinese Teaching in the KU Leuven of Belgium

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Abstract: Based on the study on the relevant literature and the author’s practical teaching experiences in the Sinology of KU Leuven of Belgium, this paper presents the teaching philosophy and specifications in teaching practice of KU Leuven. The author makes a detailed analysis on the advantages of “Leuven Model”, proposes the productive advices to its future enhancement, and provides the reflections and references for the other Chinese teaching institutions from both home and abroad, which is the theoretical value of the paper.

Key words: KU Leuven; Chinese Teaching; current situations analysis
基于“需求”导向的汉语国际教育的发展与创新
——亚太地区国际汉语教学学会第八届年会综述

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摘 要: 伴随着汉语教学的国际化进程，国际汉语教学的多样化趋势愈加凸显，需要我们着力开拓国际汉语教学的思路，实现不同教学目标、满足教学对象的不同“需求”。“亚太地区国际汉语教学学会第八届年会”紧密结合世界各地的汉语学习“需求”，发表了许多有价值的观点，挖掘了国际汉语教学与研究的多元特征，展示了汉语国际教育的发展与创新态势。

关键词: 汉语国际教育; “需求”导向; 汉语教学特征; 亚太地区

The Development and Innovation of International Chinese Language Education
——Based on demand orientation

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Abstract: With the globalization of Chinese language teaching, the diversity becomes increasingly obvious in teaching Chinese as an international language. It is necessary to open new mind in order to achieve different teaching objectives and satisfy the different demands of teaching object.

The 8th annual conference of Asia-Pacific Consortium of Teaching Chinese as an International Language publishes many valuable opinions which combined with the demands of Chinese language learners around the world. It explores the multi-characteristics and shows the development and innovation of international Chinese language education.

Key words: international Chinese language education; demand orientation; characteristics of Chinese language teaching; Asia-Pacific region
第二语言概念能力研究述评

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摘 要：二语学习者如何运用目的语识解世界、表达经验的问题需要从语言的概念层面来探讨。二语概念能力的培养可以避免二语学习者言语产出中的隐性不地道表达偏误。本文简要评述了二语习得领域中主要的语言概念能力理论与假说。从语言概念能力的本质界定、动态发展以及研究视角等方面总结了目前研究的不足之处，并在此基础上，提出了二语概念能力这一新兴课题今后研究的重点与方向。

关键词：隐性不地道表达偏误；语言概念能力；交际能力；多学科视角；习得

Literature Review of Linguistic Conceptual Competence in Second Language Acquisition

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Abstract: The issue that how second language learners construal the world and expression experiences in the target language should be examined at linguistic conceptual level. The cultivation of the second language conceptual competence can help the learners avoid covert nonnative–like expression errors. This paper briefly reviews the main theories and hypothesis of linguistic conceptual competence in the field of second language acquisition. The author summarizes the current research deficiencies from the definition of linguistic conceptual competence, its dynamic development, and its research perspectives, and on that basis, puts forward the focus and direction of future research.

Key words: covert nonnative–like expression errors; linguistic conceptual competence; communicative competence; multidisciplinary perspective; acquisition
对外汉语语篇教学研究综述

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摘要：对外汉语语篇教学研究经历了萌芽、初探与发展三个阶段，主要侧重于语段与语篇教学内容与策略、语篇衔接偏误分析。研究不断走向细化，体现为不同课型语篇教学、不同汉语阶段语篇教学、不同母语背景汉语学习者的语篇教学等。然而，由于未能结合教学环境、汉语研究、教学内容、学习机制、教师、学生等六要素开展全面分析与研究，使得对外汉语语篇教学大纲仍未建立起来。因此，亟需系统、细致、全面的研究。只有不断加强汉语语篇教学内容、偏误、习得与学习策略研究，才能建立起科学的语篇教学模式。

关键词：对外汉语；语段教学；语篇教学；语篇衔接偏误；教学内容

Discourse Teaching Research on Chinese as a Foreign Language

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Abstract: Chinese discourse teaching research, which mainly focus on the teaching content and teaching strategies of paragraph and discourse as well as discourse cohesion error analysis, has experienced three phases of budding, preliminary and development. The research continues to be refined especially in its branches of discourse teaching of different courses, different stages, Chinese learners of different language background. However, syllabus of Chinese as a foreign language teaching has not been set up yet as none comprehensive analysis combined with the six major elements of teaching environment, the study of Chinese, teaching content, learning mechanism, teachers, students, has ever been carried out so far. Therefore, a systematic, meticulous and comprehensive study is required. In addition, Chinese discourse research of teaching content, error, acquisition and learning strategies are to be strengthened to establish a scientific system of discourse teaching mode.

Key words: Chinese as a foreign language; utterance teaching; discourse teaching; discourse cohesion errors; content of courses
马来西亚华文教育师资发展问题
——基于《海外华文教育动态》的研究发现

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摘 要：马来西亚作为具有完整汉语教学体系的海外国家，在教师的稳定和发展过程中仍面临一些问题，基于《海外华文教育动态》2006–2015年10年的资讯整理研究发现，首先是以华小为代表的教师短缺在十年之间影响着华文教育，且问题一直存在。教师数量不足导致的教师质量有待提高也同样困扰着华文教育。十年之间，马来西亚尝试以各种方式解决问题，包括加大与中国的合作。在不断的摸索过程中，马来西亚逐渐形成了以教师培训为方式的，本土汉语教师队伍建立的新概念。

关键词：马来西亚汉语教师；师资培训；本土教师队伍

The difficulties of teacher development in Malaysian Chinese education
——Based on Overseas Chinese Education News

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Abstract: Malaysia although as a country in which has a well-developed Chinese teaching system still faces difficulties from teachers’ development. Based on the 2006 – 2015 Overseas Chinese Education News, this paper will discuss and analyze the difficulties. The first problem is the shortage of Chinese teacher in primary schools, which has become an obstacle in many institutions. The second problem lays on teachers’ teaching quality and qualifications. During the past ten years, Malaysia tried to solve the problems by cooperating with China. A new concept of developing local trained teachers into Chinese-teaching education is growing.

Key words: Malaysian Chinese teachers; teacher training; local trained teachers