

Bridging Sports Events with Chinese Language and Comprehensive Practice Activity through Interdisciplinary Teaching: An Exploration of Two Related Teaching Models Applied in the Greater Bay Area



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Abstract: This paper explores two related teaching models for integrating content related to the “15th National Games” into primary school Chinese language teaching and comprehensive practice activity teaching. For primary school Chinese language teaching, this study utilizes content related to the Greater Bay Area sports events to create teaching scenarios, employs interdisciplinary learning tasks as a structured form of learning content, adopts collaborative group inquiry as the classroom organizational form, and engages in Chinese language practice activities such as reading, writing, systematization, and research to explore an interdisciplinary teaching model for integrating “15th National Games” content into primary school Chinese. For primary school comprehensive practice activities, this study uses themes such as Greater Bay Area sports events, culture, and spirit as activity themes, incorporates activity types like design and production, and integrates project-based, scenario-based, and seminar-style approaches to explore an interdisciplinary teaching model for integrating “15th National Games” content into primary school comprehensive practice activities. These two teaching models connect theory and practice, providing plans and insights for teachers to implement interdisciplinary teaching in primary schools that integrates sports with Chinese language and sports with comprehensive practice activities.

Keywords: 15th National Games, interdisciplinary teaching, Sports + Chinese language, Sports + Comprehensive Practice Activities

1. Introduction

Implementing interdisciplinary teaching is currently a focal and challenging topic in basic education curriculum and instruction. The *Compulsory Education Curriculum Plan (2022 Edition)* requires all subjects to allocate 10% of instructional time to interdisciplinary thematic teaching (Ministry of Education, 2022). Regarding subject curricula, the *Compulsory Education Chinese Language Curriculum Standards (2022 Edition)* (hereinafter referred to as the “Chinese Curriculum Standards”) proposes the “Chinese Language

Interdisciplinary Learning” task cluster, requiring students to “conduct activities such as reading, systematizing, inquiring, and communicating around meaningful topics in social life” (Ministry of Education, 2022). The *Compulsory Education Physical Education and Health Curriculum Standards (2022 Edition)* also advocates to “set teaching content that facilitates the integration of physical education with moral, intellectual, aesthetic, labor, and national defense education, combining multiple disciplines” (Ministry of Education, 2022). Regarding integrated curricula or activity curricula, the *Guidelines for Comprehensive Practical Activity*

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Curriculum in Primary and Secondary Schools” (hereinafter referred to as the “Guidelines”) issued by the Ministry of Education in 2017 states that comprehensive practical activity is an interdisciplinary practical curriculum aimed at guiding students to discover problems from real life, transform them into research themes, and integrate knowledge and skills from multiple disciplines to solve them (Ministry of Education, 2017). Evidently, both subject curricula and comprehensive practical activity curricula have an urgent need for interdisciplinary teaching. Selecting appropriate themes, constructing reasonable scaffolds, and exploring interdisciplinary teaching models are pressing current needs.

The 15th National Games of the People’s Republic of China and the 12th National Games for Persons with Disabilities & the 9th National Special Olympics Games (hereinafter referred to as the “15th National Games” or “15th NG”), jointly hosted by Guangdong, Hong Kong, and Macao, will be held between November and December 2025 (15th NG Organizing Committee, 2025). As a national sports event, it falls within the domain of physical education, and its content can be regarded as physical education subject matter, providing rich interdisciplinary curriculum resources for primary school teaching. Scholars Yu Sumei and Chen Wei (2022) argue that sports interdisciplinary teaching can follow a design logic of clarifying goal positioning, content creation, task design, and diversified evaluation, construct “Sports + X” teaching content, scientifically create “authentic scenarios” for the teaching environment, and reasonably choose “inquiry learning” as the teaching method. Scholars Chen Yilin et al. (2023) point out that when implementing sports interdisciplinary teaching, it is essential to actively infuse attention to and understanding of national affairs into physical education classrooms, strengthening physical education learning within the context of patriotic sentiment. Therefore, taking the “15th National Games,” a significant national event, as an opportunity, “Sports + Chinese Language” and

“Sports + Comprehensive Practice Activities” interdisciplinary thematic teaching can be constructed.

In light of this, this paper aims to explore and address two core questions: (1) What is the interdisciplinary teaching value of “15th National Games” related content for the primary school Chinese language curriculum and the primary school comprehensive practice activity curriculum? (2) To realize this teaching value, considering elements such as teaching content, teaching strategies, and teaching vehicles, what are the teaching models for integrating “15th National Games” related content into primary school Chinese language and comprehensive practice activity classrooms? Consequently, this study explores two teaching models: “Sports + Chinese Language” and “Sports + Comprehensive Practice Activities.” These two teaching models connect theory and practice, providing plans and insights for teachers to implement interdisciplinary teaching in primary schools that integrates sports with Chinese language and sports with comprehensive practice activities.

2. The Interdisciplinary Teaching Value of “15th National Games” Related Content

The content related to the “15th National Games” is rich and varied, harboring significant interdisciplinary teaching value for both the primary school Chinese language curriculum and the primary school comprehensive practice activity curriculum. Uncovering this teaching value is a prerequisite for realizing its educational potential.

2.1 The interdisciplinary teaching value of “15th National Games” related content for the primary school Chinese language curriculum

The content related to the “15th National Games” provides rich teaching content and scenarios for interdisciplinary Chinese language teaching, helping Chinese language teachers create positive Chinese language practice activities. The Chinese Curriculum Standards state that “the core literacy cultivated by the compulsory education Chinese language curriculum is accumulated and constructed by

students in positive Chinese language practice activities and demonstrated in authentic language use situations” (Ministry of Education, 2022), indicating the practical source of core literacy, namely “positive Chinese language practice activities.” The standards also note that common types of Chinese language practice activities include “character recognition and handwriting,” “reading and appreciation,” “expression and communication,” and “systematization and inquiry” (Ministry of Education, 2022). Content related to the “15th National Games” can be deeply integrated into these Chinese language practice activities to promote the development of students’ core Chinese literacy. First, the content involves a large number of commonly used Chinese characters, such as the names of sports like track and field, basketball, swimming, diving, and rock climbing, which can help students actively accumulate and systematize language through methods like “Intensive Character Method (collective character recognition)” and “Phonetic-Structural Method (character etymology recognition)” (Sang Zhijun, 2024). Second, the content includes numerous news reports and stories, providing reading materials for reading and appreciation, especially practical reading, thereby helping to broaden students’ reading scope and knowledge base. Third, textual reports, video reports, and event broadcasts involve diverse modes of expression and techniques, such as combining narrative with commentary or blending narrative with lyricism, which helps cultivate students’ oral and written expression skills. Fourth, the content can be transformed into teaching scenarios, such as “I am a little sports news broadcaster” or “I make suggestions for the ‘15th National Games’”, facilitating Chinese language learning within the context of the “15th National Games” events.

2.2 The interdisciplinary teaching value of “15th National Games” related content for the primary school comprehensive practice activity curriculum

The content related to the “15th National Games” provides rich activity themes, activity curriculum resources, and activity scenarios for interdisciplinary

teaching in primary school comprehensive practice activities, helping to enhance students’ hands-on operational skills, problem-solving abilities, and sense of social responsibility. The “Guidelines” section on “Curriculum Content and Activity Methods” outlines four main activity methods for comprehensive practice activities: investigation and inquiry, community service, design and production, and occupational experience. Therefore, content related to the “15th National Games” can be integrated into these four types to promote students’ development in value internalization, responsibility undertaking, problem-solving, and creative materialization (Ministry of Education, 2017). First, the content provides a wealth of optional activity themes, such as the types of sports, characteristics of sports events, humanistic spirit of sports, and skills in sports. These themes can, under certain conditions, be transformed into investigation and inquiry activities and simulated occupational experience activities related to sports, fostering students’ observation, analysis, and problem-solving skills. Second, the content offers abundant activity curriculum resources, such as sports event reports, game processes, athlete interviews, and opening and closing ceremonies. These resources can be transformed into community service activities and design and production activities, for example, creating “sports event slogan collections” or “sports project paper-cutting,” enhancing students’ hands-on operational skills. Third, the content provides rich activity scenarios, such as situations during sports events and scenarios of spectators watching games. These can be transformed into classroom scenarios like “I am a sports event commentator,” “A day in the life of a top athlete’s training,” or “I take the lead in civilized spectating,” cultivating students’ value internalization and responsibility undertaking.

3. Interdisciplinary Teaching Models for “15th National Games” Related Content

To fully realize the educational value of the “15th National Games” related content, this paper considered multiple aspects: (1) Adopting

“Design-Based Research” (DBR) as the methodology. DBR is a methodology for investigating learning, aiming to equally promote educational practice and learning theory (Yang, 2007). However, it has certain limitations, such as its iterative process requiring a relatively long research cycle (Wu Qiong & Li Xin, 2011). Concurrently, another more specific research method focusing on practice is Action Research, one type of which involves practitioners conducting research to solve problems in their own practice (Chen, 1999). Its cycle is not as long as DBR’s, but its research purpose also focuses on practical problems. Therefore, this study primarily adopts the DBR methodology orientation of “linking theory with practice,” combined with action research methods, starting from the practical problems of frontline teachers and educational researchers to refine teaching models. This paper connected researchers from normal universities in the Greater Bay Area and primary school teachers from Guangzhou and Foshan to jointly identify a practical problem for exploration: What are the similarities and differences in integrating “15th National Games” related content into subject curricula represented by Chinese language and activity curricula represented by comprehensive practice activities? Based on this question, this paper presents the answer in the form of structured teaching models. (2) Drawing on the four types of Chinese interdisciplinary learning proposed by scholar Wang (2023): sharing model, webbed model, threaded model, and integrated model. It also draws on the concepts and practices of the four types proposed by the Chinese Language Education Section, Curriculum Development Institute, Hong Kong Education Bureau (Hong Kong Education Bureau, 2021; Hong Kong Education Bureau, 2023) in explaining the “Reading across Curriculum” project: multi-disciplinary reading, cross-disciplinary reading, interdisciplinary integration, and transdisciplinary integration.

Based on the above, this paper derives two structurally similar and related interdisciplinary teaching models for integrating “15th National Games” related content into primary school Chinese

language and comprehensive practice activity. These models combine instructional design and implementation, aiming to present the structure of the teaching models at the curriculum level, the teaching level, and the interrelationships between curriculum and teaching.

3.1 Interdisciplinary teaching model integrating the “15th national games” with primary school Chinese language

Within the basic education curriculum framework, the Chinese language curriculum is a subject curriculum, characterized as “a comprehensive and practical course for learning the use of the national common language and characters” (Ministry of Education, 2022). Scholar Wen (2024) suggests that, from the perspective of different attributes of interdisciplinary thematic learning, it includes two types: in-depth interpretation of issues and project-based comprehensive practice. From the perspective of Chinese interdisciplinary learning, he argues that Chinese interdisciplinary learning from a life perspective is practice-oriented, requiring the integration of Chinese and other related subjects with life through driving learning tasks (Wen, 2022). This paper posits that both types can be applicable to interdisciplinary teaching integrating the “15th National Games” with primary school Chinese, as both essential Chinese knowledge and Chinese learning activities are components of the Chinese classroom. Based on this understanding, this study selects the key area of “reading” within the Chinese curriculum as the entry point to construct the teaching model. Starting from elements such as teaching objectives, content, strategies, and vehicles, it constructs an interdisciplinary teaching model for integrating “15th National Games” related content into primary school Chinese reading instruction (see Figure 1). Step 1: Teachers can integrate Chinese curricular knowledge from the curriculum standards, refining humanistic themes and Chinese language elements based on “15th National Games” related content. Step 2: Using core Chinese literacy and core physical education literacy as theoretical foundations, teachers clarify what kind of Chinese language

practice activities students need to engage in to acquire the target competencies. Step 3: Teachers integrate “15th National Games” related content, define the learning scenario centered on the sports event, and formulate interdisciplinary teaching objectives. Step 4: Closely aligning with the interdisciplinary teaching objectives and scenario, teachers transform the ideal form of positive Chinese language practice activities into a learning task chain from the student’s perspective. This involves

combining the linguistic form and content of the reading materials, utilizing collaborative group inquiry as the form, to design and implement discovery-based, analytical, and transferable Chinese interdisciplinary learning tasks. Step 5: Using assessment rubrics, teachers design evaluation indicators and content that combine process evaluation and summative evaluation, including descriptions of specific behavioral performances, and implement them in the classroom.

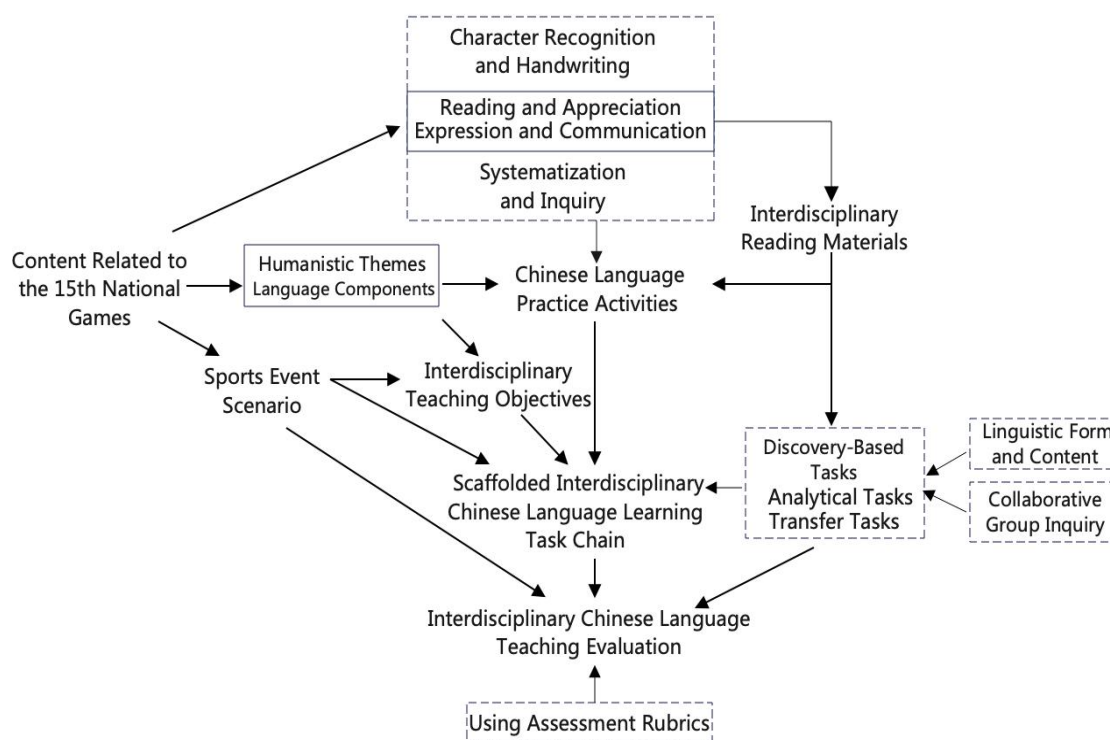


Figure 1 Interdisciplinary Teaching Model for Integrating “15th National Games” Related Content into Primary School Chinese Reading Instruction

3.2 Interdisciplinary teaching model integrating the “15th National Games” with primary school comprehensive practice activities

Within the basic education curriculum framework, the comprehensive practice activity curriculum is an activity curriculum, characterized as an “interdisciplinary practical curriculum” (Ministry of Education, 2017). Unlike interdisciplinary teaching in the Chinese curriculum, comprehensive practice activity is inherently an interdisciplinary curriculum by nature. As scholar Pan (2024) points

out, interdisciplinary thematic learning in subject curricula has boundaries for integration, whereas comprehensive practice activities transcend subjects, allowing for boundaryless integration. Therefore, “Sports + Comprehensive Practice Activities” can itself be seen as a special form of interdisciplinary teaching, with sports characteristics being its feature. Based on this understanding, this study selects “design and production,” a main activity type within comprehensive practice activities, as the foothold for constructing the teaching model. Starting from

elements such as teaching objectives, content, strategies, and vehicles, it constructs an interdisciplinary teaching model for integrating “15th National Games” related content into the “design and production” activity teaching within primary school comprehensive practice activities (see Figure 2). Step 1: Teachers can focus on life topics related to the “15th National Games” in students’ real lives, transforming them into research themes. For example, using slogans related to the “15th National Games” in daily life as an entry point, refining a thematic activity like “I am a ‘15th National Games’ promotion ambassador.” Step 2: Using the competencies cultivated by comprehensive practice activities and core physical education literacy as curriculum goal bases, teachers clarify in which thematic activities students should practice to acquire the target competencies. For instance, the creative materialization competency is strongly related to

design and production practice activities. Step 3: Teachers integrate “15th National Games” related content, define the learning scenario centered on the sports event, and formulate interdisciplinary teaching objectives. Step 4: Closely aligning with the interdisciplinary teaching objectives and scenario, teachers transform the ideal form of specific comprehensive practice activities into a chain of activity stages from the student’s perspective. This involves implementing activity goals for the preparation, implementation, and summary stages through hands-on practical forms and collaborative group inquiry as the classroom organizational form (Yang, 2019). Step 5: Combining methods such as teacher evaluation, peer evaluation, and student self-evaluation, and utilizing forms like assessment rubrics and portfolio collection, teachers design both process evaluation and summative evaluation, with particular emphasis on process evaluation.

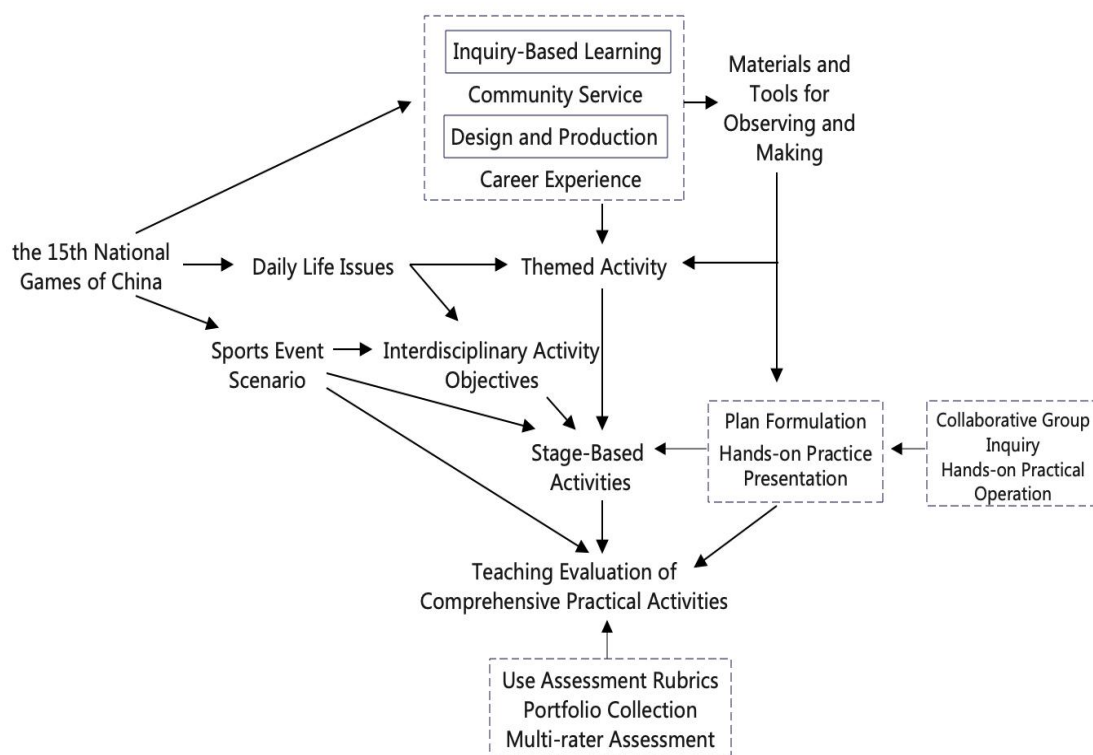


Figure 2 Interdisciplinary Teaching Model for Integrating “15th National Games” Related Content into Design and Production Activities within Primary School Comprehensive Practice Activities

3.3 Interdisciplinary teaching cases incorporating content related to the 15th National Games

Based on the aforementioned instructional model, two teaching cases have been developed: one integrating content related to the 15th National

Games into primary school Chinese language Instruction (see Case 1), and the other integrating such content into primary school comprehensive practical activities (see Case 2).

Case 1: Exploring the “Truth” and “Interest” in Language – Integrating the 15th National Games into Primary Chinese Language Teaching

1. Case Overview

Theme: The “Truth” and “Interest” of the 15th Games: An Exploration of News Report Language Style.

Target Grade: Grade 4.

Integrated Subject: Chinese Language Arts (Oral Communication).

2. Learning Content & Context

Core Materials: Selected news reports from the official 15th National Games website, specifically the series “Sports Personalities of Guangdong’s 21 Cities” and the article “Hong Kong Athlete Dances the ‘Ballet on the Carpet’.”

Prerequisite Knowledge: Students possess basic knowledge of sports events and have prior experience in reading comprehension, including identifying main ideas.

Contextual Setting: The learning is situated within the real-world context of the 15th National Games being hosted in the Greater Bay Area. This provides an authentic backdrop for students to analyze how news reports capture sporting events, athlete spirit, and regional culture through language.

3. Learning Objectives

By the end of the session, students will be able to:

- 3.1 Clearly and coherently narrate events from news reports and articulate the sportsmanship and cultural elements reflected within.
- 3.2 Identify and appreciate the integrated language style of news reports that combines factual objectivity with vivid, engaging expression.

4. Instructional Design & Activity Flow (40-minute session)

This single-period lesson is designed to align with the “Reporting News” segment of the Oral Communication unit in the standard Grade 4 Chinese curriculum.

Learning Task	Learning Activities	Key Content Focus	Time Allocation
Task 1: Current Affairs Reader	Reading the assigned news reports.	1. Acting as “readers,” students explore the sequence of events and the core value/message of the reports. 2. Identifying the dual expressive features within journalistic narration: factual objectivity and vivid interest.	10 mins
Task 2: Event Narrator	Orally summarizing the article “Hong Kong Athlete Dances the ‘Ballet on the Carpet’.”	1. Accurately conveying key information from the report. 2. Narrating events clearly and coherently without distortion. 3. Sharing personal reflections on sentences exemplifying “factual” or “vivid” language styles.	10 mins
Task 3: News Recommender	Writing promotional blurbs for the assigned reports in groups.	1. Discussing, in groups, the characteristics of the integrated language style, focusing on “city personality” and “vivid language.” 2. Collaboratively composing a short recommendation blurb for the news reports.	20 mins

5. Assessment

A multi-faceted assessment rubric is employed, incorporating self-assessment, peer-assessment (within groups), and teacher evaluation (on a 1-5 star scale).

Evaluation Criteria	Specific Standards	Self-Assessment	Peer Assessment	Teacher Assessment
Competency & Goal Achievement	1. Accurately comprehends and conveys sports event information and urban cultural elements from the reports. 2. Clearly and coherently narrates events and the reflected sportsmanship/culture. 3. Demonstrates understanding of the integrated factual and vivid language style.			
Learning Attitude & Participation	Engages actively in thinking, group discussion, and collaborative presentation.			

Case 2: Capturing Athletes' Grace through Paper-Cutting – Integrating the 15th National Games into Comprehensive Practical Activities

1. Case Overview

Theme: Capturing the Grace of 15th Games Athletes through Paper-Cutting.

Target Grade: Grade 6.

Integrated Subject: Comprehensive Practical Activity (Arts & Crafts / Cultural Studies).

2. Learning Content & Context

Core Knowledge/Skills:

- Cultural background, procedures, and precautions of paper-cutting (an intangible cultural heritage).
- Symbols of common sports events and dynamic postures of athletes.
- The sports spirit of teamwork and tenacious striving.

Contextual Setting: The ongoing 15th National Games inspire this hands-on activity. Students create paper-cuts to express their support for the athletes and engagement with the Games, connecting traditional art with contemporary sporting spirit.

3. Learning Objectives

By the end of the session, students will be able to:

- Create paper-cut artworks featuring symbols of sports events and dynamic figures of athletes.
- Articulate the sports spirit of teamwork and perseverance embodied in the Games and reflected through the artistic activity.

4. Instructional Design & Activity Flow (40-minute session)

Learning Task	Learning Activities	Key Content Focus	Time Allocation
Activity 1: Exploring Paper-Cutting Culture	Learning about paper-cutting's cultural significance and techniques.	1. Introduction to the 15th Games sports event list. 2. Reviewing images/text from the official website showcasing athletes' grace and the underlying sports spirit. 3. Studying the cultural background of paper-cutting as an intangible cultural heritage.	10 mins
Activity 2: Creating "15th Games" Athlete Silhouettes	Hands-on paper-cutting activity in collaborative groups.	1. Practicing paper-cutting skills to create symbols of sports events and figures of athletes in motion. 2. Reflecting on and internalizing the sports spirit of teamwork and perseverance during the creative process.	20 mins
Activity 3: Showcasing & Encouraging	Presenting finished artworks and composing messages of support.	1. Sharing the creative experience and personal insights gained. 2. Writing and expressing short motivational messages for the 15th Games athletes, connected to the displayed artwork.	10 mins

5. Assessment

A combined assessment approach is used, involving self, peer, and teacher evaluation (1-5 stars).

Evaluation Criteria	Specific Standards	Self-Assessment	Peer Assessment	Teacher Assessment
Competency & Goal Achievement	1. Understands the cultural background, procedures, and precautions of paper-cutting. 2. Successfully creates paper-cuts depicting sports symbols and athlete figures.			

4. Conclusion

This paper explored two related teaching models for integrating “15th National Games” related content into primary school Chinese language teaching and comprehensive practice activity teaching. In primary school Chinese language teaching, this study used content related to Greater Bay Area sports events to create teaching scenarios, employed interdisciplinary learning tasks as the structured form and vehicle for learning content, adopted collaborative group inquiry as the classroom organizational form, used reading as the foothold, connected character recognition and handwriting, expression and communication, and systematization and inquiry, constructed positive Chinese language practice activities, implemented Chinese interdisciplinary teaching, and promoted the development of students’ interdisciplinary competencies integrating Chinese language and physical education.

In primary school comprehensive practice activities, this study used themes such as Greater Bay Area sports events, culture, and spirit as activity themes, incorporated activity types design and production, integrated project-based, scenario-based, and collaborative group seminar forms to implement “15th National Games” thematic activities, promoting the development of students’ interdisciplinary competencies integrating comprehensive practice activities and physical education.

These two teaching models connect theory and practice, providing plans and insights for teachers to implement interdisciplinary teaching in primary schools that integrates sports with Chinese language and sports with comprehensive practice activities.

Conflict of Interest

The author declares that he has no conflicts of interest to this work.

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