

LEGAL COMMUNICATION AND THE GOVERNANCE OF AI DISCOURSE IN CHINA: A CROSS-CULTURAL PERSPECTIVE

Wang Huanjie

School of Foreign Languages

Zhejiang Wanli University

Zhejiang, China

<https://orcid.org/0009-0002-2829-4154>

462978724@qq.com

ABSTRACT. This article examines how Chinese discourse can be governed in cross-cultural communication in the AI era, emphasizing the role of regional and country-level legal education. We argue that integrating comparative legal knowledge enhances the legitimacy and acceptance of Chinese discourse across cultures. Rapid AI development creates both opportunities and challenges for Chinese discourse governance, including algorithmic accountability, data privacy, and ethical content management. We propose an adaptive governance model that integrates AI tools with comparative legal expertise to strengthen the cross-cultural legitimacy and soft power of Chinese discourse. Interdisciplinary education combining comparative law and AI knowledge is essential for practitioners navigating cross-cultural communication challenges. This study contributes to understanding how law and technology intersect to govern Chinese discourse in cross-cultural contexts.

Keywords: AI, Cross-cultural communication, Chinese discourse governance, Regional law, Comparative legal education

1. INTRODUCTION

1.1 Research Context

In the digital age, cross-cultural communication has an increasingly important role in international relations, cultural communication, and global discourse. With the rapid development of Artificial Intelligence (AI) technologies, cross-cultural communication has been further empowered by the speed, scale, and automation of AI technologies in content production and dissemination (Floridi & Cowls, 2021; Crawford, 2021). Chinese discourse, including political discourse, cultural discourse, social discourse, and economic discourse, is increasingly facing challenges and opportunities in cross-cultural communication with different groups of global audience through the development of AI technologies (Jiang & Liang, 2023).

Chinese discourse governance means the mechanisms and methods used in the process of shaping, regulating, and projecting Chinese discourse in domestic and international discourse. In the AI era, governance is no longer limited to the regulations and systems of laws and institutions but also include the governance of algorithms, automatic content moderation, and shaping discourse through the use of AI technologies (Kiggins, 2021). These technological tools bring new opportunities and challenges in the process of enhancing the reach and legitimacy of Chinese discourse in international communication but also raise questions on the compliance of different national legal systems (Qin, 2020; Roberts, 2018).

Cross-cultural communication requires an acute awareness of different regulatory regimes.

Different countries or regions have legal requirements for content control, protection of privacy, intellectual property and AI governance. For instance, the GDPR and proposed AI Act published by the European Commission require strict rules on data privacy and AI transparency (European Commission, 2021; Veale & Borgesius, 2021). Different from the EU, the US and China also have different legal requirements (Creemers, 2022). These different legal requirements limit what and how Chinese discourse can be received and transmitted, so multi-jurisdiction governance is needed.

Regional and country-specific law courses can provide important information for understanding these different legal requirements. The courses can give detailed information about laws, compare different laws and analyse the cultural and political background of laws (Shen, 2021; Liu, 2022). This information is important for building governance mechanisms for Chinese discourse that can comply with international laws and enhance the legitimacy of Chinese discourse.

The integration of AI ability and understanding of law is important to build governance mechanisms for Chinese discourse that can meet the requirements of cross-cultural communication in the AI era. This study locates itself at the junction of AI technology, teaching of regional and country-specific law courses and international communication and wants to explore how regional and country-specific law courses can help build Chinese discourse governance for the international stage in the AI era.

The motivation for this study arises from observations made during the author's teaching of regional and country-specific law courses, which reveal the significant role such courses play in shaping Chinese discourse for cross-cultural communication. These courses demonstrate that discourse is not merely transmitted passively but is actively negotiated within diverse cultural and legal environments. Moreover, the increasing influence of artificial intelligence in these educational contexts highlights how AI both facilitates and complicates cross-cultural communication by altering the ways knowledge is produced, transmitted, and interpreted. This study aims to examine the intersection of AI, legal education, and discourse governance to inform more effective strategies for international communication in the AI era.

This study highlights the value of regional and country-specific legal education in shaping effective governance mechanisms for Chinese discourse in the AI era. By integrating comparative legal knowledge with AI literacy, legal education can equip practitioners and policymakers to navigate complex transnational regulatory environments, enhance the legitimacy of Chinese discourse, and strengthen its cross-cultural influence. In this way, the paper demonstrates how teaching and understanding law at the regional and country level contribute directly to the strategic governance of Chinese discourse in global communication.

1.2 Research Problems

The governance of Chinese discourse in the AI era of cross-cultural communication also faces many important problems that need in-depth exploration. There is one main research problem in this study: How can we build mechanisms for governing Chinese discourse based on regional and country-specific law courses to meet the requirements of cross-cultural communication in the AI era? This research problem leads to three related sub-problems that determine the scope of this study.

First, it is necessary to understand how regional and country-level law courses help to understand the constraints and influences of different national legal environments on the dissemination of discourse in cross-cultural communication. Due to the differences in legal systems in exercising controls over digital contents, protecting individuals' privacy, and supervising AI applications, etc., around the world, the constraints on the dissemination of discourse when it goes transnationally is significantly influenced by these differences in legal environments in different regions or countries. Regional and country-level law courses provide us with rich and concrete information on these differences in legal constraints. The specialized knowledge on these differences in legal constraints puts stakeholders in a position to anticipate the legal constraints when they disseminate discourse and adjust their governance strategies accordingly so that Chinese discourse will respect the sovereignty and supervisory regimes of target audiences (Shen, 2021; Creemers, 2022; Veale & Borgesius, 2021).

Second, the development of AI technology puts forward new requirements for the legitimacy of Chinese discourse and its effective expression in cross-cultural communication. The emergence of new processes of using AI, such as automatically produced news, algorithmic decisions, and contents' moderation, give rise to new challenges and problems, such as bias of algorithms, transparency of AI, and ethical governance, etc. Legitimacy of discourse in the AI era is no longer confined to the traditional legal compliance, but also the compliance to the new norms of AI governance and ethics, etc. Chinese discourse governance should adapt to these new requirements of AI so that Chinese discourse can be legitimate, fair, and culturally appropriate in different regional and country-level legal regimes (Floridi & Cowls, 2021; Crawford, 2021; Jiang & Liang, 2023).

Third, based on the analysis of regional and country-level law courses, it is necessary to explore how Chinese discourse governance mechanisms should be designed so that the legitimacy of cross-cultural communication and its cultural influence can be further improved in the era of AI. Effective Chinese discourse governance mechanisms should be flexible, adaptive, and interdisciplinary, combining AI technological strength and the understanding of legal systems in different areas. Designing such models should consider adapting to heterogeneous laws, integrating cultural adaptation, and using technologically sophisticated tools, etc. so that China's cultural "soft power" and narrative influence over the world can be further strengthened (Roberts, 2018).

In summary, these interlinked questions are aimed at exploring how to build integrated governance mechanisms using the strengths of legal education and innovation in AI.

1.3 Objectives and Contributions

This study's aims are closely related to addressing the research problems discussed in the previous section and its contributions to theory and practice are discussed below.

Firstly, this study attempts to explore how regional and country-level legal education helps to broaden the knowledge of various legal orders that impact cross-cultural discourse dissemination. By analysing the legal curricula and their emphasis on area-specific regulations, this study reveals that legal education can provide various stakeholders with necessary knowledge to cope with international legal orders (Shen, 2021).

Secondly, this study aims to identify and describe the new governance demands triggered by the fast development of AI technologies. These new demands are related to the legitimacy, ethics and effectiveness of Chinese discourse. On the one hand, AI brings new challenges for governance in terms of legitimacy and ethics, such as the emergence of algorithms, automated content and the issues of bias and transparency. On Crawford (2021) and Roberts (2018), it is essential to identify these new demands to establish legally compliant and ethically acceptable governance mechanisms.

Thirdly, based on the above-mentioned legal education and AI governance, this study proposes a holistic governance framework that combines AI tools with legal knowledge derived from area-specific law courses. The holistic governance framework aims to make Chinese discourse lawful, ethical and culturally resonant so that Chinese discourse can become more influential and legitimate in international communication (Creemers, 2022).

Finally, this study calls for interdisciplinary educational reform that combines AI literacy and legal knowledge. The interdisciplinary educational reform aims to cultivate future professionals with a diverse skill set that enables them to cope with the increasingly complex governance environment of cross-cultural communication driven by AI technology (Veale & Borgesius, 2021; Shen, 2021). The contributions of this study can be made in three dimensions. Theoretically, this study broadens scholars' debate on international communication governance by inserting AI considerations into the legal education context and providing a new discussion on discourse legitimacy and cultural influence (Qin, 2020; Jiang & Liang, 2023). Practically, this study provides policymakers, educators and media professionals with practical guidelines on how to design more legally compliant governance mechanisms that respect international legal diversity and make full use of AI technology (Kiggins, 2021). Educationally, this study reveals gaps in current educational programmes and calls for interdisciplinary education that combines law and AI studies to equip practitioners with the necessary knowledge and skills to cope with cross-cultural discourse in the context of advanced technology (Shen, 2021; Creemers, 2022).

Through the above-mentioned contributions, we believe that this paper can contribute to a more legitimate and effective projection of Chinese narratives into the global cultural communication market and provide guidance for future policies on international communication governance in an AI world. Furthermore, this study specifically focuses on educational case studies of regional and country-specific law courses, examining how these teaching experiences provide practical insights into Chinese discourse governance. By combining theoretical analysis with empirical classroom observations, the paper highlights the direct implications of legal education for enhancing cross-cultural legitimacy and strategic discourse management in the AI era.

2. LITERATURE REVIEW

2.1 The Role of Regional and Country-Specific Law Courses in Understanding Legal Constraints on Cross-Cultural Discourse Dissemination

Cross-cultural communication will necessarily involve navigating a variety of legal rules that regulate information, data protection, intellectual property, and artificial intelligence applications across different countries. Considering these, scholars argue that it is important

to appreciate the legal context in which one is operating as part of ensuring effective management of discourse dissemination across borders (Creemers, 2022; Liu, 2021). Area and country-specific law courses are valuable teaching tools to convey knowledge about these legal systems.

Liu (2021) notes that area studies as part of legal education provides insights into the national legislative context, judicial attitudes, and enforcement practice. Such courses place legal rules in a cultural, political, and historical context which enhances the appreciation of limits. For example, understanding the European Union's General Data Protection Regulation (GDPR) goes beyond legal knowledge and requires an understanding of European data privacy philosophies which are quite different from those in China or the United States (Veale & Borgesius, 2021). Area and country courses also equip practitioners with a comparative legal analysis skillset that enables them to predict conflicts and accommodate differences between legal systems. As Campbell and Cowan (2022) note, without a solid knowledge of regional legal systems, content producers and discourse communicators risk being legally non-compliant and therefore censored, removed, or reputationally blacklisted.

In the case of Chinese discourse governance, such regional and country-specific legal education becomes inescapable. It helps determine where Chinese narratives might encounter legal restrictions or need to adapt to, ensuring that Chinese discourse governance respects the sovereignty and regulatory realities of different markets. It also helps make informed decisions about localization, platform choice, and even algorithmic governance in accordance with national laws (Creemers, 2022; Liu, 2021).

2.2 New Governance Requirements Imposed by AI Technology on Legitimacy and Expression of Chinese Discourse

The advancement of AI technology significantly changes cross-cultural communication by automating the production, dissemination, and filtering of information (Floridi & Cowls, 2021; Chen, 2023). On the one hand, AI increases efficiency and dissemination, on the other, it brings new challenges for legitimacy, ethics, transparency, and fairness.

The most pressing challenge is algorithmic bias. AI trained with biased data will reproduce stereotypes and push away narratives of certain cultures, damaging the legitimacy and inclusiveness of cross-cultural communication (Crawford, 2021; Chen, 2023). In cross-cultural communication, diverse social norms and values are likely to collide. To maintain legitimacy, the governance system needs to ensure the transparency and accountability of algorithms, which conflicts with the proprietary AI technology's black box nature (Floridi & Cowls, 2021).

Furthermore, the authenticity of authorship is also under scrutiny when it comes to AI-written texts. The legitimacy of Chinese discourse is based not only on legal compliance, but also on public trust in both the origin and authenticity of narratives (Han, 2021; Roberts, 2018). However, the automated processes of content moderation to filter out harmful or illegal content risks over-censorship or cultural misalignment if the technology is not properly designed (Roberts, 2018).

The adoption of international regulatory frameworks for AI, such as the forthcoming EU AI Act, will oblige AI actors to follow transparency, human agency and risk management

requirements in their applications (European Commission, 2021). The legitimacy of Chinese discourse governance will require trans-jurisdictional compliance with these new standards.

Apart from legal norms, ethical considerations regarding data privacy and protection will also play a role in the governance of Chinese discourse. Since the application of AI technologies to solve social problems involves massive data collection, these protection requirements will conflict with the legal systems of individual countries (Creemers, 2022). Therefore, the design of mechanisms for the governance of Chinese discourse will need to take into account these technological and ethical requirements for legitimacy and effectiveness across countries.

2.3 Designing Chinese Discourse Governance Mechanisms under the Guidance of Regional and Country-Specific Law Courses

Due to the dual challenges posed by heterogeneous legal environments and evolving technological standards, the governance mechanisms for Chinese discourse must be adaptive, interdisciplinary and context-specific. The course designs of regional and country-specific law courses can provide a blueprint for the design of these governance mechanisms (Creemers, 2022; Liu, 2021).

First, governance models must contain comprehensive legal compliance components. Legal compliance with laws in different regions regarding content regulation, privacy and AI governance. This will require constant monitoring of legal changes in different countries and regions, which can be achieved through the cultivation of legal expertise through specialized education (Veale & Borgesius, 2021). Secondly, cultural adaptation is also necessary. Law courses based on area studies highlight the importance of achieving cultural resonance in target regions. The governance of Chinese discourse should avoid cultural misinterpretation or resistance. Narrative framing and messaging strategies should be adapted to local values and communication styles in order to increase acceptance and influence (Campbell & Cowan, 2022). Thirdly, the governance framework should include AI technological components, such as algorithmic moderation tools, automated content generation and transparency-enhancing technologies. These technologies should not be designed and used without mechanisms to monitor and prevent bias, censorship abuse and privacy violations (Chen, 2023; Crawford, 2021). Finally, interdisciplinary cooperation between AI specialists, legal scholars, cultural experts and communication professionals will be necessary. Cooperation between these professionals ensures that governance mechanisms are not only technologically sophisticated, but also legally compliant and culturally resonant (Floridi & Cowls, 2021).

Proponents advocate for interdisciplinary curricula that combine AI literacy and regional legal education to produce practitioners who can navigate the governance landscape (Liu, 2021; Campbell & Cowan, 2022). That way, future professionals are better prepared to mitigate legal risks, ethical issues, and cultural conflicts (thus improving the governance of Chinese discourse in global AI-mediated communication).

Although there is increasing scholarly interest in AI governance, cross-cultural communication, and legal compliance, there is still a gap in the literature concerning how

research on these topics intersects with each other, especially in terms of how regional and country-specific legal education can inform the construction of discourse governance mechanisms. Much of the existing literature tends to investigate AI governance and legal restrictions separately or from a purely technological or legal perspective, neglecting the potential of interdisciplinary educational programs (Chen, 2023). In addition, there are relatively few studies that explicitly investigate how Chinese discourse can be effectively governed and adapted for use in international communication in the AI era while complying with different legal systems and cultural contexts. This study attempts to bridge this gap by proposing a governance model based on a course on regional and country-specific law that addresses the dual challenges of legal heterogeneity and reformation. This study directly addresses the need for a contextually appropriate, legally compliant, and ethically sound framework for governing and disseminating Chinese discourse internationally.

3. METHODOLOGY

This study takes a practitioner research stance grounded in legal pedagogy and international discourse analysis. As legal education increasingly involves foreign AI and cross-cultural communication, legal educators assume dual roles as teachers and researchers and observe these roles in the classroom. Therefore, the classroom is a natural site for the development and observation of strategies for governing discourse. Practitioner research allows for reflective, context-sensitive investigations based on practitioners' lived experiences in regional and country-specific law courses (Zeichner & Noffke, 2001; Loughran, 2020). This approach is in line with the central question of this study, which investigates how legal education can inform the construction of Chinese discourse governance mechanisms that are both legally compliant and able to adapt to foreign contexts in the AI era.

A qualitative case study methodology complements this practitioner perspective by focusing on three classroom-based teaching cases, namely the GDPR of the EU, creditor protection laws of the UK, and patent injunctions of the US. These cases show how Chinese students of law interact with foreign legal systems, adapt foreign key legal concepts, and reflect on the legitimacy and expressiveness of Chinese legal discourse when using it in international contexts (Siems, 2022). The case study design allows for a thorough investigation of legal-discursive adaptation in natural educational contexts and provides insights into how regional law teaching can foster critical skills for navigating cross-border discourse challenges in an AI era.

3.1 Research Design

3.1.1 Research Objectives

The study design is inspired by the following central research question: How can Chinese discourse governance mechanisms be designed based on regional and country legal courses to respond to cross-cultural communication demands in AI era? The above questions lead to the following three closely connected objectives: First, it explores how students are exposed to foreign legal discourses through regional legal education; Second, it explores how legal language, values and norms are interpreted, adapted and translated in a Chinese cultural

and legal context (Twining, 2019); Third, it explores how dynamics in AI era, such as the amplification of legal discourse through platforms and the translation of legal information through algorithms, influence the legitimacy, clarity and cross-cultural communication friendliness of Chinese legal discourse in international communication (Cao, 2023; Wischmeyer & Rademacher, 2020).

3.1.2 Research Participants

This study was carried out as part of an undergraduate comparative law course in a Chinese university that offers international legal education. The course, offered in English and Chinese, was taken by 40 Chinese senior-year bachelor's-level Business English students with limited or no prior exposure to economic law. The principal investigator of this study also served as the course teacher who designed and delivered all teaching activities and supervised data collection. The students were exposed to three comparative law cases on foreign legal systems, namely EU data governance, UK corporate law, and U.S. intellectual property litigation.

3.1.3 Case Selection

The three teaching cases were purposefully selected to represent three dimensions of discourse governance in cross-cultural legal education (Siems, 2022). The case selection was also informed by the reference textbook *Towards National and Regional Rule of Law: Frontier Issues in Foreign Economic Law* (Zhang Haibin et al., 2023), which provides a scholarly foundation for exploring comparative legal perspectives. In addition, the cases were tailored to the context of a regional and country-specific law course designed for senior English-major students pursuing credits in foreign-related legal modules.

Case 1 (EU GDPR) was about rights-based language and data autonomy as well as cross-cultural legal translation challenges. Case 2 (UK Corporate Law) was about economic discourse and legal legitimacy in international financial regulation. Case 3 (U.S. Patent Law) was about how legal values are magnified in the AI era and how innovation was discursively shaped by legal narratives. The three cases offered diverse but complementary perspectives on how cross-cultural legal discourse is constructed, interpreted and projected in an AI-mediated global legal environment.

3.1.4 Data Collection Methods

This study drew on multiple qualitative data sources collected from one academic term. All data were anonymized following ethical considerations. Classroom observations were conducted to collect data on discourse governance and translation challenges in teaching, learning and assessment activities, including lectures, group discussions and debates. Student-generated artifacts, such as translated legal notices, simulated judgments, legal memos and discourse maps, were collected to explore how students engaged with legal concepts in cross-cultural contexts. In addition, students were required to complete reflection logs after each module to reflect on their understanding of cross-cultural legal discourse. The investigator also kept instructor memos in the form of teaching journals to record teaching decisions and classroom activities throughout the study (Loughran, 2020).

3.1.5 Ethics and Validity

The study was conducted in accordance with institutional ethical guidelines, and informed consent was appropriately obtained in the educational setting. They were obtained from

all research participants. The purpose of the study was openly disclosed to participants. Member checks were conducted by showing students summaries of classroom findings. Data were triangulated by comparing multiple data sources, namely artifacts (e.g., students' translations and other learning products), reflections and observations (Zeichner & Noffke, 2001).

However, it is important to note some methodological limitations. This study was conducted within a single institution and focused on a limited number of classroom cases, which may restrict the generalizability of the findings. Such limitations are inherent to qualitative, practitioner-based research, but the insights gained still provide valuable context-specific understanding of how regional and country-specific law courses can inform Chinese discourse governance in an AI-mediated cross-cultural setting.

3.2 Analytical Framework

This study adopts a three-layer analytical framework to explore how regional law courses shape Chinese discourse governance in AI-mediated cross-cultural communication.

3.2.1 Layer 1: Legal Discourse Adaptation

This analytical layer explores how students 'translate, reframe or reconstitute legal language from foreign jurisdictions into conformity with Chinese legal norms and conceptions of legal communication'. This includes choices of lexical meaning in translated labels (e.g. using 'citizen information rights' instead of 'data subject rights'), 'tone of discourse' (e.g. collectivism over individualism), and the attribution of 'legal values' such as 'autonomy', 'privacy' or 'market fairness'. The results of the GDPR simulation (Case 1) revealed that students rewriting EU-style legal notices for a Chinese law context frequently transformed liberal, rights-based expressions such as 'user control over data' into a more state-focused logic, e.g. changing 'user control over data use' to 'government-regulated data use'. This pattern demonstrates the extent to which 'governance discourse' provides a legal discourse backdrop and can mediate legal communication across systems with substantially different legal-political paradigms (Twining, 2019) through comparative law education.

3.2.2 Layer 2: Discourse Legitimacy in Legal Narratives

This analytical layer investigates how students recognise and construct legitimacy as a discursive resource, particularly in the context of financial and corporate law modules. This includes analysis of how legal texts and systems are framed in terms of trust, risk and authority for different cultural settings, and how narrative framing (Black, 2008), perceived audience trust (e.g. international investors vs domestic regulators), and textual strategies to meet global expectations can all contribute to discourses of legitimacy. The comparative discourse mapping of UK Capital Reduction materials (Case 2) shows how UK law can be framed in terms of 'creditor autonomy', whereas 'Chinese legal protection is positioned within a logic of state mediation'. When students were then asked to write disclosure materials for a hypothetical IPO into the Chinese market, they frequently retained a logic of global-facing materials such as 'compliance transparency', but embedded this in a Chinese institutional logic. This shows how students are beginning to handle the growing challenge of discourse hybridity to handle cross-cultural legitimacy (Merry, 2016).

3.2.3 Layer 3: AI Amplification and Legal Discourse Mediation

The third analytical layer explores how AI technologies influence the production, dissemination, and consumption of legal discourse through mediatization processes of legal communication. This layer includes the challenges that automatic translation faces in maintaining legal nuance (Cao, 2023), the summarizing or distortional functions of AI-selected newsfeeds of court decisions (Wischmeyer & Rademacher, 2020), and the influence of platform governance on how Chinese legal discourse is interpreted outside of China (Wischmeyer & Rademacher, 2020).

In U.S. Patent Injunction module (Case 3), students applied the lessons learned from the analysis of public discourse surrounding eBay case that U.S. rulings with relatively detailed narrative justifications often have greater potentials in reaching out to global media and AI-mediated public sphere, while Chinese IP decisions were perceived as inflexible and bureaucratic, which diminished their effectiveness in global discourse. To improve this, students suggested that Chinese courts use more media-conscious legal storytelling to make Chinese legal discourse more globally receptive and competitive in international discourse surrounding AI-mediated legal communication (Weber, 2021).

Layer 3: AI Amplification - AI's role in mediatizing legal discourse - Impact on international reception of Chinese legal texts - Platform governance and algorithmic filtering	↑ builds upon and extends ↑ emerges from and depends on
Layer 2: Discourse Legitimacy in Legal Narratives - Cross-cultural trust, risk, and authority in legal framing - Hybrid legal narratives for domestic and international use - Strategic alignment with global legal expectations	
Layer 1: Legal Discourse Adaptation - Lexical and normative translation of foreign legal terms - Reframing legal values within Chinese governance logic - Comparative law as a translation interface	

Figure 1 Analytical Framework

The three analytical layers, namely, Legal Discourse Adaptation, Discourse Legitimacy in Legal Narratives and AI Amplification and Legal Discourse Mediation, collectively provide a vertically integrated analytical framework to study the construction and global dissemination of Chinese legal discourse in cross-cultural, AI-mediated contexts, see figure 1. At the Layer 1 level, it studies the linguistic and normative adaptation at a micro level to accommodate foreign legal language to align with Chinese governance logic. Layer 2 extends this analysis to the level of regulatory and cultural environments where legal narratives seek legitimacy and trust (Black, 2008). Layer 3 then extends this analysis to the macro level to study how AI technologies mediate, amplify or distort legal discourse on global media (Wischmeyer & Rademacher, 2020; Cao, 2023). These three layers collectively suggest that discourse governance of Chinese legal communication needs to work across linguistic and institutional boundaries as well as digital technologies.

To analyze the qualitative data collected from student feedback and classroom observations, this study employed thematic coding and narrative summary techniques. Responses were

systematically categorized according to the three analytical layers—Legal Discourse Adaptation, Discourse Legitimacy, and AI Amplification—to identify patterns, challenges, and emergent strategies in students’ approaches to cross-cultural legal discourse.

3.3 Reframing Legal Pedagogy for AI-Era Discourse Governance

The three teaching cases show that regional and country-specific law courses are not merely a venue for comparative study of legal texts, but also a strategic laboratory for experimental discourse governance (Siems, 2022) that actively shapes how future Chinese legal professionals communicate with global audiences in the era of AI. One of the important implications is that legal translation should be replaced by strategic discourse adaptation. In addition to legal translation accuracy, students need to be aware of how future legal texts and terms will be understood both algorithmically and culturally across borders (Twining, 2019; Cao, 2023). In other words, legal education should teach students narrative literacy that compels them to see law not only as a set of values and norms, but also as a performative discourse shaped by rhetorical form, legitimacy cues and digital platform reception (Merry, 2016).

Furthermore, the combination of legal knowledge with AI literacy and communication theory is becoming increasingly important. As Case 3 has shown, AI technologies are no longer neutral agents but can strengthen, distort, and frame legal discourse with significant consequences for global consumption (Weber, 2021). In response, legal education must transform into governance education to train students to design, evaluate, and use legal discourse strategically for transnational, AI-mediated purposes. This education requires an interdisciplinary combination of comparative law, discourse analysis, and digital communication theory to prepare law graduates for discourse communication and policy making in the age of legal pluralism and algorithmic mediation (Loughran, 2020; Wischmeyer & Rademacher, 2020).

The methodology section of this chapter has shown how practitioner research and a case-based approach can provide rich and grounded insights for the study of law, discourse, and communication in the age of AI. By examining student engagement with three regional law modules, this study reveals how law education can actively contribute to Chinese discourse governance mechanisms. Through strategic adaptation, legitimacy framing, and AI-aware communication, future lawyers can contribute to a more confident, coherent, and globally resonant Chinese legal discourse (Zeichner & Noffke, 2001).

4. RESULTS

This section takes advantage of three teaching cases—Teaching the EU GDPR through Comparative Discourse Governance, Analyzing UK Corporate Capital Reduction and Discourse Legitimacy, and Exploring U.S. Patent Injunctions and AI-Era Discourse Power—combined with practitioner research reflections to present three major findings in constructing Chinese discourse governance mechanisms. These findings are analyzed from the perspectives of constraints and influences of different legal environments on cross-cultural discourse dissemination, new legitimacy requirements posed by AI technology, and design strategies under a regional legal course framework.

4.1 Enhancing Understanding of Cross-Cultural Discourse Constraints through Regional Legal Courses — The Case of GDPR Teaching

This case presents the teaching of EU General Data Protection Regulation (GDPR) and its discourse on data rights in comparison with China's data protection laws. It demonstrates the value of regional and country-specific law courses in helping students better understand the constraints and influences that different national legal environments have on cross-cultural discourse dissemination.

In this teaching case, students were engaged in bilingual group activities and simulation exercises to translate and adapt GDPR terms (e.g., “right to be forgotten,” “data portability”) into Chinese discourse and legal contexts. Students then participated in a simulation task to draft public facing legal notices based on core GDPR principles, and subsequently rewrite these notices for a Chinese policy environment. Feedback from students indicated that they became more sensitive to the values that are often embedded in legal language. These exercises, summarized from the Table 1 (see p.20), helped students recognize the implicit discourse values in legal language, such as individual autonomy and transparency, and the tension between Western individual-rights discourse and Chinese collectivist legal traditions (Bygrave, 2020).

The cases above are based on the following reference course textbook: Zhang, H., et al. (2023). *Towards national and regional rule of law: Research on frontier issues in foreign economic law*. Beijing: Law Press China. This result demonstrates that regional law courses can enhance students' recognition of different legal culture constraints on and influences on discourse dissemination strategies. That is, personal data rights in GDPR cannot be misunderstood or miscommunicated; it should be recognized that China should focus on exercising data sovereignty and maintaining social stability (Deng, 2023). This example demonstrates that cross-cultural legal discourse is not simply a matter of linguistic communication, but also includes cultural and governance value reorientation to achieve effective communication (Kuner et al., 2020). The case highlighted that regional law courses can function as platforms for discourse governance benchmarking, showing gaps in Chinese public legal communication in AI-driven environments (Table 1 Reflection). In addition, the rapidity and swiftness of data flows and discourse spread by AI technology blur these constraints, and regional legal courses, as a training platform, can enhance students' understanding of future legal professional discourse governance on AI-powered digital platforms (Wischmeyer & Rademacher, 2020). Regional law courses' cross-cultural legal translation and adaptation exercises can enable students to design appropriate Chinese discourse strategies to gain international recognition while maintaining domestic legitimacy, thereby enhancing China's legal cultural soft power.

Regional and country-specific law courses help students understand the constraints on cross-cultural dissemination of legal discourse by promoting the adaptation and reorientation of discourse values to align with local cultural and legal systems. Simulation exercises and bilingual group activities demonstrate how these courses prepare future legal professionals to navigate cultural and systemic constraints in the AI era, directly informing the design of Chinese discourse governance mechanisms.

4.2 New Legitimacy Requirements for Cross-Cultural Legal Discourse under AI — Insights from UK Corporate Capital Reduction Teaching

The second case study focuses on UK capital reduction rules and creditor protection, and examines how corporate legal rules shape discursive representations of risk, trust and legitimacy in international business, and how it gives rise to new legitimacy requirements for legal discourse under AI — Based on Teaching on UK Corporate Capital Reduction.

Students were assigned to read UK primary legislation and case law on “creditor autonomy” and “judicial oversight”, and contrast these with Chinese law and case practice on “state mediation” and “compliance with laws”. Through the discourse-mapping activities, students found that legal texts contain not only their surface-level discourses but also broader governance ideologies, which significantly impact how Chinese corporate law is discursively constructed in international financial discourse (Armour, 2006; Milhaupt & Pistor, 2008).

Students conducted discourse-mapping exercises, comparing UK “creditor autonomy” and “judicial oversight” with Chinese “state mediation” and “regulatory compliance.” This, summarized from Appendix Case 2, showed that legal texts encode broader governance ideologies, impacting cross-cultural perception of Chinese corporate law. In terms of student feedback, it was found that in the digital business environment empowered by AI, the legitimacy of legal discourse is not only a matter of good legal principles, but also of compatibility with internationally accepted discourse norms and cultural expectations. The rapid and swift dissemination empowered by AI amplifies any deficiencies in the legitimacy of legal texts. Any deficiencies in legitimacy can impact investor confidence and the effectiveness of cross-cultural communication (Zhang, 2022). Therefore, this case study found that Chinese discourse governance on legal texts must focus on enhancing the “discourse capital” of Chinese legal texts — to use both the domestic governance philosophy and the international discourse framework to achieve trust and legitimacy. Region law courses can serve as a practical and theoretical platform to analyse these legitimacy constructions, and train students to construct appropriate legal discourse to use it as an effective form of legal capital in international markets (Black, 2008).

The rapid development of AI technology introduces new legitimacy requirements for legal discourse, requiring alignment with both international norms and domestic governance principles. Discourse-mapping exercises and student feedback from the UK and U.S. cases highlight that effective Chinese discourse governance must adapt to AI-driven dissemination dynamics to enhance discourse capital, cross-cultural trust, and ensure both international acceptance and domestic legitimacy.

4.3 Strategies for Enhancing Chinese Legal Discourse’s International Influence in the AI Era — Lessons from U.S. Patent Injunction Discourse Teaching

This analysis of the third teaching case examines the U.S. “eBay standard” for permanent injunctions in patent law and shows how legal actors construct discourse on fairness and innovation, and how AI speeds up the diffusion and impact of such discourse. Through this, the analysis reveals important insights on strategies to enhance the legitimacy and cultural impact of Chinese legal discourse diffusion internationally.

Students analyzed landmark U.S. patent cases and debated AI-driven patent disputes,

comparing these with Chinese legal narratives around innovation and IP protection (Appendix Case 3). Feedback revealed awareness of the importance of integrating legal language, media strategy, and policy communication to enhance international influence. Practitioner reflections, as summarized from the appendix, emphasize that regional law courses must prepare students to articulate Chinese legal positions in globally resonant ways, especially under AI-driven discourse amplification. Given the AI context, students were made aware of how legal discourse impacts policymaking and public opinion globally (Risch, 2007).

Most students agreed that Chinese courts and other legal institutions need to build systematic discourse power systems with legal rigour and international communicative legitimacy, especially in high-tech fields such as intellectual property (Yu, 2011). The case also made students aware of the importance of adopting an integrated approach that combines legal language and media strategy as well as policy communication (Reichman & Dreyfuss, 2007) to enhance China's legal discourse influence and cultural soft power internationally (Yu, 2011). An additional aspect of the AI context was the debate on how legal discourse power systems impact the development of regional and country-specific law courses (Schuck, 2016).

Practitioner research reflections from this teaching case highlight the need for regional and country-specific law courses to adopt an AI-driven discourse environment in their teaching to prepare students for understanding and engaging in complex cross-cultural discourse environments. This will underpin the design of Chinese discourse governance mechanisms to ensure positive international positioning and sustainable discourse influence in a rapidly changing technological world (Schuck, 2016). This study analysis of the three teaching cases and practitioner research has revealed three important findings that will inform the design of Chinese discourse governance mechanisms in an AI world shown from Table 1.

Table 1. Reflection

	Case 1: Teaching the EU GDPR through Comparative Discourse Governance	Case 2: Analyzing UK Corporate Capital Reduction and Discourse Legitimacy	Case 3: Exploring U.S. Patent Injunctions and AI-Era Discourse Power
Chapter Reference	Chapter 4 – Data Rights under the EU General Data Protection Regulation (GDPR)	Chapter 2 – Creditor Protection in UK Capital Reduction Rules	Chapter 5 – Permanent Injunctions in U.S. Patent Law
Teaching Context	This session was held in a bachelor's level comparative law course on data governance. The class included Chinese law students and international exchange students. The goal was to explore the GDPR's discourse on data rights and its implications for Chinese data governance and cross-cultural communication norms in the AI era.	Aimed at advanced law students, this session explored how corporate legal regimes shape discursive representations of risk, trust, and legitimacy in international business contexts. The UK's capital reduction procedures served as a lens to study implicit messaging in financial law.	In a seminar focused on AI and intellectual property, students explored the U.S. "eBay standard" for granting permanent injunctions in patent disputes, particularly how these decisions are framed in legal and public discourse.

	Case 1: Teaching the EU GDPR through Comparative Discourse Governance	Case 2: Analyzing UK Corporate Capital Reduction and Discourse Legitimacy	Case 3: Exploring U.S. Patent Injunctions and AI-Era Discourse Power
Teaching Process	The instructor initiated the session by contrasting the GDPR's conceptualization of "data subject rights" with China's current data protection legislative framework. Students were divided into bilingual groups and asked to examine how key GDPR terminologies (e.g., "right to be forgotten," "data portability") would be translated and interpreted in Chinese discourse and law. A simulation activity followed: groups drafted public-facing legal notices based on GDPR principles, then re-wrote them for a Chinese policy context to examine tone, legitimacy, and clarity in cross-cultural communication.	Students examined UK legislation and judicial opinions related to capital reduction and creditor protection. They then compared it with Chinese legal norms on the same issue. A discourse-mapping activity was conducted, where students identified key narrative differences: the UK law emphasized "creditor autonomy" and "judicial oversight," while Chinese law leaned toward "state mediation" and "regulatory compliance."	After reviewing landmark U.S. cases, including <i>eBay v. MercExchange</i> , students analyzed how legal actors (judges, media, companies) used language to justify or criticize court decisions. They then compared this to Chinese legal narratives around tech innovation and IP protection. A debate was held where students argued for and against the eBay standard, using AI-driven patent cases (e.g., involving algorithms or smart devices)
Teaching Outcomes and Feedback	Students showed improved understanding of how legal language carries implicit discourse values (e.g., individual autonomy, transparency). Feedback highlighted the challenge of aligning Western individual-rights-based rhetoric with Chinese collectivist legal traditions. International students appreciated the comparative dimension and noted the exercise deepened their grasp of Chinese legal culture.	Students recognized that the structure and style of legal texts encode broader governance ideologies, affecting how Chinese corporate law is perceived in cross-cultural financial discourse. Many students noted that understanding these differences helps in crafting Chinese legal texts that align better with international investor expectations.	Students appreciated the complexity of how legal discourse can signal values like "fair competition" or "innovation encouragement." The case helped them see how AI amplifies discourse, as rulings in IP law often ripple through media and policymaking globally. Students suggested more focus should be placed on how Chinese courts present similar decisions to an international audience.
Reflection	This case underscored the importance of embedding cross-cultural legal translation and discourse adaptation into regional law teaching. It showed how regional legal texts like the GDPR can act as tools for discourse governance benchmarking and highlighted gaps in Chinese public legal communication within AI-driven digital platforms.	This teaching case demonstrated how region-specific law can help frame discourse strategies for international legitimacy, especially in contexts where Chinese firms face scrutiny in global markets. It suggests that courses should not just teach comparative law but also train students in how discourse legitimacy functions as a form of legal capital.	This case confirmed the need to align legal language, media strategy, and international discourse positioning. Regional law courses must prepare students not only to understand foreign systems but also to articulate Chinese legal positions in a globally resonant manner—especially as AI accelerates discourse spread and scrutiny

Source: created by the author.

First, regional and country-specific law courses will help understand the constraints on cross-cultural dissemination of legal discourse. This is because these courses promote the need for necessary adaptation and reorientation of discourse values to fit local cultural contexts and legal governance systems.

Second, the fast pace of AI technology development places new legitimacy requirements on legal discourse. Therefore, effective Chinese discourse governance must address the need to integrate international norms and domestic governance principles to enhance discourse capital and cross-cultural trust.

Third, to enhance the international influence of Chinese legal discourse, Chinese discourse governance mechanisms must strategically coordinate legal language, media engagement and policy communication. In this respect, regional law courses will serve as an important training system to prepare legal professionals for understanding and engaging in AI-driven globalized discourse environments. This finding underscores that enhancing the international influence of Chinese legal discourse requires integrated governance strategies that combine legal language, media engagement, and policy communication. The U.S. patent injunction case (Appendix Case 3) illustrates how AI-driven environments amplify discourse power, highlighting the necessity of coordinated approaches that go beyond legal texts to build legitimacy and strengthen China's global legal discourse influence.

In sum, the analysis of the three teaching cases and practitioner research has revealed three important findings that provide theoretical and practical guidance to constructing Chinese discourse governance mechanisms in an AI world. These findings offer both theoretical and practical guidance to shaping Chinese discourse governance frameworks that can respond to the complex challenges of AI-era cross-cultural communication. These findings will provide a foundation for further research and policy development.

5. DISCUSSION

5.1 How Do Regional and Country-Specific Law Courses Enhance Understanding of Legal Constraints and Cross-Cultural Discourse Challenges?

Regional and country comparison law courses offer important experiences of encountering different legal paradigms and discourse logics that impact on the dissemination of discourse governance across borders. The cases of EU GDPR, UK corporate capital reduction and US patent injunctions show how such experiences can raise students' critical awareness of hidden values and governance ideologies in legal discourse, which are often embedded in legal language (Bygrave, 2020; Armson, 2019; Contreras, 2019).

Through such comparative education, students can recognise the existence and impact of constraints on discourse governance, such as how national legal culture impacts on the legitimacy, tone and framing of legal messages. The GDPR case study showed how there were conflicts between Western individual-rights-centered discourse and China's collectivist legal culture, making it challenging to find suitable terminology for the "right to be forgotten" without losing meaning or legitimacy (Kuner, 2020). The UK corporate law case also showed conflicts in narrative around risk, trust and judicial intervention that impact on perceptions of legitimacy for financial discourse across borders (Armson, 2019).

Hence, the above findings show that regional law courses can serve as "discourse sensitivity training" to prepare future legal professionals to navigate, adapt and strategically use cross-cultural communication. However, the more critical question is: how much of such education can simply describe differences in constraints and limits, versus empowering students to use this education as a basis to develop new discourse governance models to bridge divides and find convergence? There is a need to move such education beyond a comparative description to one of generative innovation in discourse governance.

In addition to identifying constraints, another challenge is to explore how this knowledge can be institutionalised in Chinese legal drafting, judicial communication and policy

promotion to enhance legitimacy in international borders? What would be the institutional mechanisms to enable continuous updating of discourse strategies to keep pace with evolving international legal standards?

These questions open up the possibility of regional law courses as an engine room for discourse governance reforms that would advocate for regional law courses that integrate legal substance, intercultural communication and discourse strategy design teaching (Balendra, 2024). Such integration may enable future legal professionals to better navigate the demands of a cross-cultural communication environment accelerated by AI technologies.

5.2 What New Challenges Does AI Technology Introduce for Legitimacy and Effective Expression in Chinese Cross-Cultural Legal Discourse?

AI technologies have a significant impact on the environment in which legal discourse dissemination and evaluation of legitimacy takes place. AI technologies can accelerate the spread of legal messages, act as a filter or mediator in the translation and interpretation process, and amplify the impact of legal discourse through social media and global digital platforms (Balendra, 2024).

First, because AI dissemination is fast and wide, the risks of misinterpretation, distortion and damage to reputation are heightened. As the US patent injunction case demonstrated, media images of patents spread by AI can render global audiences legally legitimate and favorable on issues of innovation policies in a rapid pace (Contreras, 2019). Thus, for Chinese discourse governance, this warrants close monitoring of cross-linguistic consistency, openness and legitimacy in message communication.

Second, the black box of AI algorithms may lead to concerns of unfair and non-neutral filtering, ranking and suppression of Chinese legal discourse. If it is suspected that AI is filtering, ranking or suppressing Chinese legal discourse in ways that are opaque to users, then the legitimacy and reliability of Chinese legal discourse will be at risk. The fact that this happens in practice calls for governance to ensure the transparency of algorithms and legitimacy of usage in AI, combining legal professionals with AI-literate talents (AlDajani & Leiner, 2024).

On the other hand, AI also offers opportunities for effective governance of discourse through feedback and legal discourse adjustment based on data analysis in real time. Can Chinese legal institutions construct agile governance models with legal discourse adjusted in response to audience reception based on AI analytics in a timely manner? This is in contrast to the conventional Chinese legal communication which is static. Chinese legal institutions need to build new capabilities.

Furthermore, the use of AI for discourse influence shaping raises ethical issues of governance. How can governance ensure that AI amplification possesses persuasive power for effective influence without distortion or misinformation? The need for legal professionals to develop AI-mediated media literacy emerges, placing discourse governance at the interface of law, technology, and communication studies.

In sum, AI places multidimensional demands on Chinese discourse governance: technical innovation demands, intercultural competence, and ethical accountability. These demands challenge conventional understandings of legal education and governance, prompting reform

to ensure legal actors are equipped for the AI-era, globalized communication environment (Balendra, 2024; AlDajani & Leiner, 2024).

5.3 How Should Chinese Discourse Governance Mechanisms Be Designed Under the Regional Law Course Framework to Enhance Legitimacy and Cultural Influence?

Combining the strengths of regional and country law courses and addressing the challenges of the AI era, the design of Chinese discourse governance mechanisms should be guided by several interconnected principles to enhance legitimacy and cross-cultural influence.

First, contextual adaptation and intercultural competence are critical. The legitimacy of legal discourse lies in the extent to which it resonates with varied cultural and legal expectations. Thus, the legitimacy of discourse governance mechanisms depends on the institutionalization of intercultural competence, which involves embedding cross-cultural dialogue and adaptive strategies into the process of discourse formation. In this regard, regional law courses should go beyond traditional comparative law teaching to play an active role in training students for intercultural competence, legal translation, and intercultural discourse strategy, including the strategy of creating cross-cultural hybrid discourse models (Bhabha, 1994; AlDajani & Leiner, 2024). The question then arises: how can educational reform enable students to become not only legal experts but also cultural mediators who can create cross-cultural hybrid discourse models linking different legal traditions and cultural expectations?

Second, the management of cross-cultural legal discourse in the AI era requires coordinated multi-channel governance at different levels, including courts, media, diplomacy, and AI-mediated communication channels. The effectiveness of governance depends on coordination at the institutional level across different channels to ensure that messages are consistent, credible, and culturally sensitive. The establishment of dedicated “discourse governance units” at the ministry level, court level, and media regulatory level, equipped with AI-monitored monitoring tools, will greatly enhance message coherence and responsiveness (Balendra, 2024). The question then arises: what kind of organizational structures and inter-agency collaborations are needed to achieve this coordination in practice? In addition to structural reforms, capacity building and professional development should also be prioritized. The management of legal discourse in the AI era requires a new type of professional with a new skill set, combining legal knowledge, AI knowledge, and media communication strategies. Regional law courses should embed these interdisciplinary elements to train this new type of professional in designing legally compliant cross-cultural hybrid discourse, and professional development should be prioritized after graduation (Sebastião & Dias, 2025).

Finally, ethical and transparent integration of AI technologies should become the foundation of discourse governance. As AI is highly involved in the transmission, filtering and promotion of legal discourse, governance mechanisms should regulate ethical standards and transparency requirements for AI tools that participate in legal communication. These regulations could include algorithmic audits, public accountability mechanisms and collaboration with technology developers to embed ethical design and transparency into AI

tools and services concerning legal communication (Sebastião & Dias 2025). The core issue is how governance can keep up with the speed of technological innovation while fulfilling the need for accountability and trust.

In addition, regional law courses can serve as valuable platforms for international collaboration and benchmarking, allowing Chinese legal professionals to engage in dialogue and mutual improvement with their counterparts worldwide regarding discourse strategies. This would help to domesticate Chinese discourse governance with international standards while maintaining cultural identity to enhance international legitimacy (Balendra 2024). Will Chinese law students continue to be the main actors in this international discourse cooperation in a highly multipolar and AI-driven communication landscape?

The discussion shows the importance of regional and country-specific law courses to unveil legal discourse constraints and intercultural sensitivity and to meet this need, they should not only be receivers but also be actively involved in the innovation of discourse governance. In the AI era, governance models should incorporate ethics, technology and communication strategies to address new legitimacy and expression challenges. The design of Chinese discourse governance should be accompanied by contextual adaptation and coordinated multi-channel management, capacity building, ethical AI use and international collaboration. Several key issues remain to be addressed, including empirical evaluation, the importance of interdisciplinary partnerships and the impact of emerging AI capabilities—issues that require further research and policy attention. Regional law courses remain key in these processes.

6. CONCLUSION

6.1 Summary of Findings

This study has examined how Chinese discourse governance mechanisms can be constructed through regional and country-specific law courses to meet the challenges of cross-cultural communication in the AI era. The analysis based on three teaching cases and practitioner research yielded several findings that have addressed the main research question and its sub-questions.

First, regional and country courses on law help students and practitioners understand the limitations and influences posed by various national legal orders on discourse dissemination. They can recognize the underlying governance beliefs reflected in legal texts and the cultural values shaping discourse styles. For instance, the comparison between EU GDPR and China's data governance faced the challenge of adapting Western individualistic legal discourse to Chinese collectivist legal reality (Bygrave, 2020; Kuner, 2020). Similarly, comparing UK corporate capital reduction rules with Chinese regulatory texts revealed that the different positions on creditor autonomy versus state mediation in capital reduction rules pose challenges to the international legitimacy of Chinese legal discourse (Armson, 2019). Therefore, regional law courses are important for unpacking the hidden values of discourse in legal systems and building intercultural competence for cross-cultural discourse (AlDajani & Leiner, 2024).

Second, the fast development of AI technology creates new demands on the legitimacy and effective expression of Chinese discourse in cross-cultural communication. Compared

with traditional discourse, AI expands the influence range and speed of discourse dissemination, but also brings new complexity in managing legitimacy, transparency, and cultural compatibility. The U.S. patent injunctions case shows that AI-era discourse power is not limited in courts but also appears in media and patent policies, and thus requires corresponding governance mechanisms to combine legal language expression and strategic media communication and technological awareness (Contreras, 2019). Legitimacy should not only be reflected in formal legal coherence but also in culturally sensitive framing to build international recognition while maintaining domestic legal image.

Third, based on the above analysis, the governance mechanisms of Chinese discourse should adopt a holistic and multi-dimensional approach. On the one hand, it should adapt to the cultural and legal context of the place where it is used. On the other hand, it should build a coordinated multi-channel discourse management mechanism for courts, media, and AI. Meanwhile, capacity building should be strengthened to integrate legal expertise, AI literacy, and media strategy. Only by establishing ethical and transparent mechanisms for AI can the government maintain public trust and accountability. Ethical use of AI also requires mechanisms to audit the algorithm, and the cooperation between the government and technology developers or users. In addition, international collaboration can help to benchmark the legal discourse used in different regions, build common cultural norms while maintaining cultural identity through regional law courses, so as to improve China's cultural influence in the global legal discourse (AlDajani & Leiner, 2024). In summary, the research findings show that discourse governance in the AI era is a complex process, and only by strengthening education and institutional innovation can we build effective mechanisms.

6.2 Future Research Directions

In view of the above findings, the following research can further improve the understanding of the research findings and improve the application effect of the research findings.

Firstly, empirical evaluation of governance models is lacking. Future research could adopt mixed-methods designs integrating discourse analysis, survey experiments, and case studies to gauge the effects of governance mechanisms on the legitimacy, clarity, and cultural resonance of Chinese legal discourse abroad. What audiences in different cultural environments find congruent with Chinese discourse and which governance strategies are most effective at mitigating misunderstandings remain unresolved.

Secondly, cross-disciplinary research linking law, communication studies, AI ethics, and cultural studies is imperative for comprehensive governance. Given that AI's use in disseminating discourse renders traditional legal theory obsolete and requires cross-stakeholder collaboration between technical and social sciences, research into AI algorithm transparency, bias mitigation, and human-machine cooperation in the dissemination of legal discourse will be critical to legitimate and ethical governance models (Floridi et al., 2018).

Thirdly, the evolving impact of AI technology on discourse governance mechanisms requires longitudinal research designs to trace changing impacts over time. As new AI capabilities—such as generative language models, deepfakes, and real-time translation—continue to mature and affect the production and reception of legal discourse, it will be

important to closely monitor these changes to inform adaptive governance models capable of keeping pace with fast-changing technology while upholding legitimacy and cultural resonance.

Finally, comparative research extending beyond the three cases (EU, UK, and US) studied in this research will be able to add to the literature on global legal discourse governance. Studying other regional legal regimes, such as African, Latin American, or Southeast Asian legal communities will provide additional insights into how different legal cultures contend with challenges in the AI era to enrich Chinese legal discourse governance strategies.

It is important to acknowledge some limitations of this study. The research was conducted within a single institution and focused on a limited number of classroom cases, which may affect the generalizability of the findings. Future research could test similar educational interventions in diverse institutional and cultural contexts, or employ surveys and other quantitative measures to assess students' attitudes and the impact of discourse governance training more systematically.

6.3 Policy and Pedagogical Implications

In terms of policy implications, governments and legal institutions would benefit from establishing specialised discourse governance units responsible for coordinating messages across the judiciary, legislature, diplomacy, and the media. These units should be equipped with AI monitoring and analysis tools to ensure the coherence of messages and identify emerging discourse risks to enable timely response to misinformation or misinterpretation. Policies promoting transparency and ethical use of AI tools in legal communication would build public trust and strengthen international credibility (Sebastião & Dias, 2025). Engaging in international dialogue and benchmarking through bilateral or multilateral legal education and professional exchanges would also be important in promoting international understanding of Chinese discourse governance while maintaining cultural identity and difference (Balendra, 2024).

Pedagogically, legal education has to adapt to the interdisciplinary realities of AI-era discourse governance. Regional and country law courses need to shift from teaching comparative law as a one-off subject to training in intercultural communication, legal translation, discourse strategy, and AI literacy to produce legal professionals who are not only lawyers but also cultural mediators and technologists well-prepared to operate in the discourse sphere (AlDajani and Leiner 2024: 45). This could be achieved through simulations, bilingual group work, and case-based debates, much like the teaching cases read in class. Continuing professional development courses for practicing lawyers and other legal professionals will be essential to ensure practicing legal professionals are familiar with the technological realities of our times and contemporary approaches to discourse governance.

Overall, this study highlights the practical significance of integrating comparative law content into both policy-making and legal education. For Chinese policymakers, embedding cross-regional legal perspectives can strengthen international discourse strategies and enhance the cultural legitimacy of China's legal communications. For educators, incorporating comparative law and AI-era discourse governance into curricula equips legal professionals to act as both cultural mediators and technological strategists in global contexts.

Looking ahead, the next steps should involve both practical implementation and further research. Practically, Chinese policymakers and legal institutions can pilot specialized discourse governance units and integrate comparative law modules into legal education to refine international communication strategies. Research-wise, longitudinal and cross-regional studies should be conducted to evaluate the effectiveness of governance models and to explore how AI developments continue to reshape legal discourse in global contexts.

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