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The Integration Path of EMI and Intelligent Education under the Background of Digital Transformation of Education — Take International Business Law Course as an Example

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Abstract: *In the context of the global digital transformation of education, this study takes the International Business Law EMI course as an empirical scenario to explore the integration path of artificial intelligence technology and English media teaching. The effectiveness of the DeepSeek legal module and AIGC case tool in addressing language barriers and resource scarcity issues was validated through a mixed research approach. However, the risks of technological dependence have emerged simultaneously. Students who frequently use AI have a decrease in their autonomous accuracy of terminology, and mistranslation of terminology and the generation of fictitious legal provisions consume teaching resources in reverse. The study proposes a tripartite interactive framework of "teacher-student-AI", emphasizing the dynamic adjustment of AI intervention ratio at different teaching stages, the development of legal terminology verification plugins, and the construction of a cross institutional certification system, providing subject adaptation solutions for balancing technological empowerment and thinking autonomy. This achievement not only fills the gap in the scenario based research of intelligent legal education, but also provides empirical evidence for policy makers to design an interdisciplinary curriculum system of "law plus technology".*

Keywords: *artificial intelligence; intelligent education; EMI; International Business Law*

1. Introduction

In the global wave of digital transformation in education, artificial intelligence technology is profoundly reshaping the ecological pattern of higher education. Artificial Intelligence (AI) refers to the process and results of simulating human intelligence through computer systems, including perception, understanding, reasoning, decision-making, learning, etc. The new generation of generative artificial intelligence, such as big language models, relies on data mining, deep learning, and natural language processing technologies to demonstrate powerful content generation and decision support capabilities, providing unprecedented technological support for disciplinary education innovation[10]. In this context, China explicitly lists "using artificial intelligence to assist educational reform" as a national strategy, requiring the construction of a curriculum system and teaching mode that adapts to the era of intelligence.

As a core area of legal education, international business law courses have become a forefront of digital transformation in education due to their highly internationalized nature and practical complexity. This course aims to cultivate students' mastery of cross linguistic legal terminology and dynamic case analysis abilities. However, traditional English Medium Instruction (EMI) faces three challenges: language barriers, scenario missing and teacher limitations. These bottlenecks seriously constrain the effectiveness of cultivating global legal talents[7][9].

The breakthrough of intelligent education technology provides a key path to solving the above-mentioned problems. For example, generative artificial intelligence such as DeepSeek legal module and AIGC case tools can accurately support real-time translation and ambiguity analysis of legal terms, dynamically generating teaching cases that are in line with international hotspots, and constructing a "human-machine collaborative" teaching model - the teacher's role shifts from knowledge transmission to learning design, AI undertakes language support and case generation, and teachers focus on legal logic and ethical guidance[6]. However, existing research mostly focuses on the macro path of digital transformation in education, lacking scenario based practices for disciplines such

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as international business law, and neglecting the risks of technology dependence and interdisciplinary adaptability in the integration of AI and EMI.

Therefore, this study takes the International Business Law EMI course as an empirical scenario to explore the integration path of AI and EMI in the context of educational digital transformation. Its significance lies in three aspects. At the theoretical level, it fills the research gap in the adaptability of legal education to intelligent disciplines, and constructs a three in one integrated framework of "language support - case generation - ability assessment". At the practical level, it provides replicable technical solutions to overcome language barriers, missing scenarios, and insufficient teaching staff in EMI teaching, and promotes the transformation of legal education from "standardized training" to "intelligent empowerment". At the policy level, in response to the needs of the national education digitization strategy, it provides empirical evidence for universities to build an interdisciplinary curriculum system of "law+technology", and assist in the cultivation of compound legal talents[1][10].

2. Literature review

2.1 The Evolution and Digital Transformation Trends of EMI Education

2.1.1 Definition and Evolution of EMI Education

In the context of internationalization, higher education institutions in non-English speaking countries have been using English as a medium to teach professional courses, known as English Medium Instruction (EMI), which has grown rapidly in the past few decades. EMI refers to the teaching of academic courses in English in non-English speaking countries or regions, such as mathematics, computer science, economic management, law and other professional knowledge, rather than English language skills courses[4]. EMI also includes bilingual teaching that combines English and Chinese both inside and outside the classroom. The aim of EMI is to enhance students' language proficiency and international competitiveness. Initially applied in the fields of business and engineering with frequent international exchanges, it gradually expanded to disciplines such as law and medicine. For example, empirical research from Tsinghua University has shown that EMI courses significantly enhance students' cross-cultural communication skills and subject knowledge mastery efficiency[4].

Since the implementation of China's reform and opening-up policy in 1978, English has always been regarded as one of the paths to modernization and national prosperity. For over forty years, the Ministry of Education has been taking various measures to promote and improve English teaching, such as introducing a large number of foreign textbooks and hiring foreign teachers in the late 1970s; In the 1980s, standardized English exams (CET-4 and CET-6) were introduced; In the 1990s, the "College English Teaching Syllabus" was revised, and in the early 21st century, the focus of college English teaching shifted from English for General Purpose (EGP) to English for Academic Purpose (EAP). In the past two decades, bilingual instruction and English Medium Instruction have been advocated[3]. The Ministry of Education issued documents in 2001, 2005, and 2010 to encourage higher education institutions to offer EMI or bilingual courses. However, the development of EMI courses is still not satisfactory, one of the reasons being that university teachers lack English teaching methods and skills related to EMI courses. Although many universities actively promote EMI to attract international students and enhance their international competitiveness, the quality of EMI offered by various universities still falls far short of meeting the demand.

2.2 Subject Application of EMI: International Business Law Course

2.2.1 Nature and Characteristics of International Business Law Courses

International Business Law is the general term for the legal norms that regulate international commercial entities and international commercial transactions. Generally speaking, the course of International Business Law is one of the core courses for international economics and trade majors, as well as one of the major courses for law students. It is a course with strong theoretical and practical aspects[8]. The purpose of offering International Business Law courses is to enable students to master the basic theories of international business law, understand the role of law in commercial transactions, learn how to use law to protect business transactions, construct legal thinking with a global perspective[7] improve students' logical thinking ability, enhance their ability to analyze and solve problems, and improve their teamwork and communication skills through group collaboration and case analysis[2]. The International Business Law course has the following characteristics: (1) It is closely

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related to foreign trade practice. (2) The case content is rich.(3) It involves a wide range of fields[7].

2.2.2 Application and Challenges of EMI in International Business Law Courses

From a conceptual perspective, International Business Law has both its legal and international nature[9]. One of the main objectives of the International Business Law course is to enable students to master the basic knowledge of international business law, be competent in foreign economic and trade work, handle foreign economic contracts and disputes properly[8]. Therefore, most textbooks on International Business Law adopt a combination of Chinese and English. In order to ensure students' understanding and mastery of the knowledge during the teaching process, it is imperative to develop a bilingual teaching model for International Business Law[9]. Emphasizing bilingual teaching of International Business Law is not solely focused on teaching International Business Law, but is inseparable from the two major characteristics of the legality and international universality. Because the teaching content of International Business Law mainly involves international treaties, international conventions, and professional legal vocabulary, using English original language can more accurately express their essential meanings than Chinese translation, making it easier for students to understand. Moreover, in international trade activities, most situations such as the signing of foreign trade contracts, the writing of foreign trade correspondence, and international business negotiations are still written and expressed in English. And the course content itself has a foreign-related nature, with legal manifestations including Chinese Mainland law and Anglo American law. Bilingual teaching can better understand international treaties. Although the use of Chinese in international communication has become increasingly frequent with the improvement of China's international status, English will still be the main language for international communication in the next twenty years. Therefore, it is practical and necessary to carry out bilingual teaching in the course of International Business Law based on this[9].

In recent years, the application of EMI education in the field of law has gradually deepened, but its application faces multiple challenges. Firstly, there is a language barrier. Due to the complexity of legal English terminology, students have difficulty understanding it, resulting in a decrease in classroom interaction efficiency, and a high rate of terminology misuse in case discussions. Secondly, there is a shortage of teaching staff. The proportion of teachers who possess both legal professional competence and English teaching ability is low, and there is a lack of systematic training mechanisms. Furthermore, there is a lack of resource adaptability. The existing bilingual textbooks mostly cover general legal content and lack customized case libraries for international commercial law scenarios, such as cross-border merger and acquisition negotiation simulations. Moreover, International Business Law courses face unique challenges due to the complexity of terminology. For example, International Business Law involves content such as CISG clauses and WTO dispute settlement mechanisms, and traditional teaching models are difficult to meet the needs of dynamic case analysis and cross-cultural communication. The incomplete legal knowledge system of students can also affect their understanding and application of legal norms. Liu Yun and Chen Libo (2018) proposed a bilingual teaching model for International Business Law, which mentioned the allocation of two languages and the distribution of knowledge proportion, and provided ideas for the construction of smart campuses. Zhang Wei (2016) constructed a new bilingual teaching model for International Business Law from the aspects of textbooks, teaching implementation, and teaching staff. In terms of teaching implementation, he pointed out the need to enrich teaching methods and update teaching tools. Zhang Kaigong (2019) pointed out that the education and teaching model of universities must undergo corresponding changes with the development of the Internet. How to use mobile technology to achieve the reform and innovation of teaching methods, means and models has also become one of the latest and cutting-edge topics in higher education teaching reform. Especially in the context of more cutting-edge digital transformation, AI technology has become the key to breaking through bottlenecks.

2.3 Application of Intelligent Educational Technology in International Business Law Teaching

In recent years, the rapid development of Generative Artificial Intelligence (GAI) has brought innovative opportunities to the field of education. At the beginning of 2022, the term "digitalization of education" was officially proposed, marking the beginning of a new era of smart education in Chinese higher education[5]. There are studies indicating that artificial intelligence will gradually replace 50% of professions in the next few decades[5]. The "standardized" talents cultivated under traditional educational goals and training models are no longer able to meet the needs of the industry and adapt to the requirements of the future intelligent society. Cai Jinsong and Dong Xinjing[1] pointed out that digital intelligence technology provides powerful new means, tools, and possibilities for knowledge production, including the development of liberal arts construction, and elucidated the diffusion

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mechanism of technology empowering the construction of new liberal arts. Empowering traditional disciplines with technology has become an increasingly prominent field, and generative artificial intelligence is one of the important means of digitally empowering humanities. The deep integration of legal education and artificial intelligence is an inevitable requirement for legal informatization and rule of law intelligence, as well as for promoting the modernization of artificial intelligence governance system and governance capacity, and achieving high-quality development of legal education[10].

With the rapid development of artificial intelligence technology, legal education is undergoing a profound transformation from traditional teaching modes to intelligent and digital modes. Against the backdrop of the construction of new liberal arts, eliminating the disciplinary gap between law and natural sciences and promoting deep collaborative innovation between the two has become an important direction for the transformation of legal education in the intelligent era. The interdisciplinary talent cultivation model requires the deep integration of technologies such as intelligent algorithms and big data analysis into legal education. By establishing a dual track curriculum system of "law+technology", a composite legal talent cultivation system that combines legal thinking and technological literacy is constructed[6]. The International Business Law course has become a typical field for the application of intelligent educational technology due to its involvement of complex cross linguistic legal terms and dynamic practical scenarios. With the help of artificial intelligence, legal retrieval will become more convenient, and the selection of legal teaching tools will become more diverse. Unlike traditional legal basis retrieval, artificial intelligence technology is more precise in algorithms and has the functions of data analysis, recognition, and modification. With the support of technology, students and teachers can significantly reduce workload. At the same time, like most liberal arts teaching, traditional teaching aids in law education are basically limited to lesson plans, textbooks, teaching materials, and PPT electronic lesson plans, which are no longer suitable for the requirements of strong teaching interactivity, high content practicality, and fast process presentation for legal talent cultivation in law subject courses. In the context of the combination of artificial intelligence technology and legal education, law teachers can use traditional teaching aids and combine them with smart classrooms to introduce intelligent legal application auxiliary teaching aids to improve teaching effectiveness.

The introduction of artificial intelligence technology in legal fields such as International Business Law courses has also raised higher requirements and challenges for its development[10]. Firstly, the requirements for disciplinary expertise are more stringent. Secondly, due to the lack of guidance for students' intelligent learning, students develop tool dependence, resulting in academic violations, and even widening the digital divide between urban and rural areas due to the information gap. Furthermore, the teaching team lacks corresponding intelligent teaching literacy, which due to three aspects: insufficient operational ability, a lack of rational evaluation ability including bias towards artificial intelligence technology, and a low level of teaching intelligence evaluation.

On this basis, several scholars have provided ideas for the integration path of intelligent technology and International Business Law courses. Sun Jiwen[6] believes that the role of teachers should be transformed from knowledge transmitters to organizers, guides, and facilitators of learning; he optimizes course content and establishes specialized courses that intersect artificial intelligence and law; he innovates teaching modes, develop and deploy exclusive models suitable for the characteristics of our school; he transforms practical training by integrating existing teaching resources into virtual reality teaching software, creating functional modules for application scenarios including virtual courts, scene reproduction, and legal clinic practice; he also innovates education evaluation system.

3. Research design

3.1 Research Questions

(1) How can AI platforms improve the language accuracy and teaching efficiency of EMI courses in International Business Law?

(2) What are the characteristics of students' learning behavior patterns under AI assistance?

(3) How can teachers effectively integrate AI tools with teaching objectives?

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4. Research method

4.1 Design of Mixed Research Methods

(1) Quantitative analysis. This study conducted a comparative study between the experimental group and the control group. We implemented AI assisted EMI courses in the experimental group, and conducted traditional EMI course teaching in the control group. The core variables include legal English writing score, case resolution efficiency, and frequency of AI tool usage.

(2) Qualitative analysis: Through semi-structured interviews with teachers and feedback from student questionnaires, this study explored obstacles and optimization directions in the application of technology. Teacher interviews focus on the teaching adaptability and challenges of AI tools, while questionnaire surveys are used to analyze students' learning experiences, emotional changes, and behavioral patterns under AI assistance.

4.2 Experimental subjects

This experiment selected 24th grade law students from Fuzhou Technology and Business University as the experimental subjects. The experimental group consists of students from Class 1 and Class 2 of the 24th grade Law School, with a total of 100 students. The control group consists of students from Class 3 and Class 4 of the 24th grade Law School, with a total of 102 students. There is no significant difference in English proficiency and legal foundation among the students in the four classes.

4.3 Experimental Tools

This experiment mainly selected two AI tools, DeepSeek and AIGC. The DeepSeek legal module can integrate 2 million international business law corpora, supporting contract clause correction and terminology interpretation. The AIGC case generation tool can dynamically generate CISG contract disputes, WTO dispute resolution, and other cases based on the GPT-4 architecture.

4.4 Data Collection and Processing

This study collected both quantitative and qualitative data. There are two quantitative data items, one is the comparison of test scores between the experimental group and the control group students after intervention, and the other is the AI tool usage log of the experimental group students, which records the frequency of term queries and case generation calls. There are also two types of qualitative data, one is transcribed text from teacher interviews, and the other is questionnaires. This experiment used the Wenjuanxing platform to generate, distribute, and collect survey questionnaires, and using SPSS to analyze the questionnaire data.

4.5 Data Analysis and Results

4.5.1 Quantitative Results

The quantitative comparison between the experimental group and the control group shows that AI assisted teaching has a significant but complex impact on the International Business Law EMI course. In terms of academic performance, the average score of the experimental group students was 3.5 points higher than that of the control group, confirming the positive promoting effect of AI tools on learning outcomes. Further analysis of AI usage logs reveals that term queries and case calls are high-frequency behaviors among students: each student queries at least 2 business law terms in each class, and alleviates comprehension barriers in English teaching through legal translation and real-time voice translation functions. The use of case generation tools is particularly active — teacher's directive calls, such as generating CISG dispute cases in real time in class and allowing students to query them independently, which dynamically expands the case library, and improve classroom efficiency. However, the logs also reveal structural contradictions in the application of technology: on the one hand, AI case analysis accelerates knowledge acquisition, and teachers can use AI tools to complete cases within 30 minutes that traditional teaching takes 45 minutes; On the other hand, AI cites fictional legal provisions and mistakenly compiles legal provisions during the case analysis process, leading to misunderstanding. Furthermore, students who frequently use AI translation experience a 15% decrease in terminology accuracy without tool assistance. Even worse, some students give up deep thinking and

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turn to games or social media due to the "immediate availability" of generated results, forming a phenomenon of "pseudo learning", highlighting the erosion of classroom discipline and thinking autonomy by technological dependence.

4.5.2 Qualitative Results

Questionnaire feedback reveals the complex experiential spectrum of AI assisted teaching. In terms of positive dimensions, efficiency improvement and optimization of terminology understanding have become mainstream consensus: 109 students (72.7%) gave AI tools a help value of 4 or more, with 5 points accounting for 22% and 4 points accounting for 50.7%; 80 people perceive a significant improvement in the efficiency of case resolution, and particularly appreciate the real-time supplementation of cutting-edge issues such as CISG clauses and RCEP disputes by the dynamic case library. 82 people clearly recognize the relevance of the cases to the course objectives. This technological empowerment has given rise to a new type of learning behavior - students not only respond to teacher instructions to analyze cases by AI, but also actively use tools to deepen their exploration of complex knowledge such as WTO dispute mechanisms, forming a "tool-driven learning" model. However, behind the glamorous data lies the shadow of cognitive dependence: 33 students admitted a decline in their autonomous terminology memory, and 57 people were wavering about whether they overly dependent on AI software, reflecting the erosion of translation convenience on deep learning. What is even more alarming is behavioral alienation: some students quickly turn to games or social media after obtaining AI generated case studies, transforming the classroom into a "pseudo learning field", making it difficult for teachers to intervene in such hidden participation inertia in real time.

The teacher interview text further reveals the deep-seated contradictions of technological integration. Three teachers coincidentally observed a polarization in behavior: T1 pointed out that students exhibit "ability polarization" - high-frequency term searchers score higher, but passive users experience a sharp increase in error rates when they have no tools. T2 uses the "scaffolding effect" to explain this paradox - AI initially acts as a "crutch" to shorten case resolution time by 40%, but long-term use will inhibit the transfer of legal reasoning ability, and dependence must be broken through mandatory withdrawal mechanisms such as "manual drafting of terms in the later stage of contract drafting". T3 laments the chaos of "pseudo participation": in group discussions, students mechanically repeat AI conclusions but avoid speculation, such as directly outputting arbitration rulings generated by DeepSeek without exploring legal loopholes. The root cause of these behavioral conflicts lies directly in the disciplinary adaptation deficiencies of the technology itself: T1 exposed 10% of the "legal logic flaws" in AI cases, such as confusing equity delivery and asset delivery, T2 criticized the lack of teaching gradients in the generated content, such as failing to distinguish between beginner and advanced needs in the same WTO case, and T3 questioned the legal effectiveness of the case, which may convey fictional rules. Some interviewed teachers also expressed that although using AI saves time on terminology explanation and enriches the case library, it often leads to problems such as misuse and fabrication of legal provisions, which require more time for manual discussion and correction of AI mistakes. As a result, there are often situations where the opposite is true.

5. Discussion and suggestions

This study reveals the dual effects of AI technology in International Business Law EMI courses through mixed experiments. The data shows that the DeepSeek legal module and AIGC case tool significantly optimized terminology understanding and case processing efficiency. However, the inherent limitations of the tool are also exposed - mistranslation of terminology and the generation of fictional rules, leading to students being misled and even consuming teachers' correction time in reverse. This reminds us that technological empowerment needs to be based on disciplinary adaptability: in the future, a legal terminology verification plugin should be developed, combined with an expert knowledge base to build a dynamic error correction mechanism, and the legal effectiveness of generated cases should be ensured through blockchain certification technology to avoid "technical teaching accidents" from the source.

Log analysis and questionnaire feedback depict distinct behavioral paradoxes. On the one hand, students frequently use terminology query and case generation functions, forming a "tool-driven learning" mode, with 82% of students recognizing the relevance of cases to course objectives; On the other hand, technological convenience has given rise to cognitive dependence and behavioral alienation: 33% of students admit to a decline in autonomous memory of terminology, high-frequency users

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experience a 15% drop in terminology accuracy without AI assistance, and some individuals even transform the classroom into a "pseudo learning field" - turning to games or social media after obtaining AI conclusions. The phenomenon of "efficiency and inertia coexisting" highlights the crucial role of instructional design. A dynamic intervention mechanism needs to be established: allowing 70% of AI intervention in the basic knowledge stage, and reducing it to 30% in the advanced legal reasoning stage, forcing students to break free from the "technological crutch". Simultaneously, teacher can design "AI vulnerability investigation" tasks, such as requiring students to identify logical flaws in generated cases and turn technical defects into opportunities for critical thinking.

The interview revealed the deep pains of teacher's role transformation. After AI takes on basic tasks such as terminology explanation, teachers are forced to shift from a "knowledge authority" to a triple role: as technology curators, they need to anticipate tool defects and design adaptive tasks; as a data interpreter, one must diagnose learning blind spots from query logs; as an ethical guardian, it is necessary to add cross-border data compliance training. However, 39% of students have a negative evaluation of the effectiveness of "human-machine collaboration", and teachers also complain about the lack of support in the current training system. Therefore, it is urgent to establish a cross institutional certification ecosystem at the policy level: refer to the EU's Digital Education Action Plan, the government can promote the tripartite construction of a "legal AI education certification system" among universities, law firms, and technology enterprises, and include more indicators like case generation matching degree, terminology misjudgment rate, and others into technology supplier rating; at the same time, add AI teaching ability to teacher assessment, and establish a special fund to support role transformation training, such as improving teachers' technical curation literacy through "AI vulnerability repair workshops".

A deeper insight is that the digital transformation of education is not about technology replacing human labor, but about reconstructing the value chain of teaching and learning. Future research can explore the deepening application of generative AI in dynamic case libraries - for example, simulating the impact of sudden changes in US China trade policies on contract performance, and enhancing the forefront of teaching through real-time data injection; at the same time, introduce cognitive load monitoring technologies such as eye tracking or brain computer interfaces to quantitatively analyze the thinking load in the legal reasoning process, providing physiological basis for teaching design. Only with the synergy of technological precision, instructional design, and policy support can the integration of EMI and intelligent education truly incubate new era talents who possess both global competitiveness and the spirit of the rule of law.

6. Conclusion

This study reveals the dialectical value of AI technology in International Business Law EMI courses. Empirical data shows that intelligent tools such as DeepSeek and AIGC have significantly improved teaching efficiency: real-time translation of legal terminology has solved the comprehension dilemma of non-native students, and dynamic case generation has compensated for the lag of traditional textbooks, making human-machine collaborative teaching mode possible. The advantages of the experimental group in language proficiency and case analysis efficiency have confirmed the potential of intelligent education to overcome the three major bottlenecks of EMI: language barriers, missing scenarios, and teacher limitations.

However, the double-edged sword effect of technology cannot be ignored. The convenience of tools has given rise to cognitive dependence and behavioral alienation, such as the decline of autonomous memory of terminology, the spread of pseudo learning fields, and the misleading use of fictitious legal provisions, exposing the deep contradictions between algorithmic bias and the lack of instructional design. These findings warn us that the digital transformation of education is not simply about technology transplantation, but requires the construction of a collaborative mechanism of "precise control - dynamic intervention - role reconstruction". In the future, legal terminology verification plugins should be used to enhance technical accuracy, balance efficiency and independent thinking through the strategy of AI intervention ratio gradient adjustment, and promote the transformation of the role of teachers empowered by the tripartite certification system of universities, law firms, and enterprises.

Ultimately, the integration of intelligent education and EMI points towards a new educational ecosystem - technology is no longer a tool to replace teachers, but a catalyst to reshape the relationship between teaching and learning. Only when the precision of algorithms, teaching insight, and policy

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support work together can new era talents with both global competitiveness and the spirit of the rule of law be incubated. This path is not only applicable to International Business Law courses, but also provides a replicable paradigm for the digital transformation of law and even humanities and social sciences.

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