

Mediating Effects of AI-Acceptance on Relationship between Anxiety, Teacher Support, Academic Self-Efficacy towards Learning Engagement Among Chinese University Foreign Students in Liaoning

Sun Jingyi

Tajularipin Bin Sulaiman

Fazilah Binti Razali

Abstract–This study aims to separately explore the roles of Anxiety, Teacher Support, and Academic Self-Efficacy in influencing foreign university students' engagement in Chinese language learning, as well as the mediating effect of AI-Acceptance. Based on Social Cognitive Theory and the Technology Acceptance Model, a quantitative survey was conducted among 528 foreign students from eight universities in Liaoning Province, China. Structural equation modeling (SEM) analysis revealed that both Teacher Support and Academic Self-Efficacy significantly enhance students' Learning Engagement, while Anxiety exhibits a significant negative correlation with Learning Engagement. More importantly, AI-Acceptance serves as a mediating variable, separately mediating the relationships between Teacher Support and Learning Engagement, and between Academic Self-Efficacy and Learning Engagement. Furthermore, it can mitigate the adverse effects of Anxiety on Learning Engagement through its mediating role. These findings indicate that the effective application of AI in educational activities, combined with sound pedagogical and emotional support, can positively influence student engagement. This study provides practical implications for educators and curriculum designers, suggesting that specific teaching interventions and digital literacy cultivation practices in AI-assisted language education can promote the learning of foreign students.

Keywords–Chinese Language Education Innovation, Curriculum Innovation, AI-Acceptance, Learning Engagement, Anxiety , Teacher Support, Academic Self-Efficacy.