Enhancing Equity and Impact in AI-Supported Language Education: A Study on Accessibility, Satisfaction, and Perceived Impact of TARI AI Tools

As Artificial Intelligence (AI) continues to reshape higher education, understanding its impact on learners' experiences becomes essential—particularly in terms of accessibility, satisfaction, and perceived educational benefits. This study investigates student perceptions of the TARI AI tools developed at HUFLIT University, with a focus on three constructs: Accessibility, Satisfaction, and Perceived Impact. Using a quantitative survey design complemented by open-ended responses, data were collected from 337 students engaged in language education. Exploratory and confirmatory factor analyses validated the three-factor structure, and reliability and convergent validity were established for all constructs. The findings indicate that while the tools are generally accessible and foster high levels of user satisfaction, challenges remain related to offline access and inclusivity for students with disabilities. Users reported increased academic confidence, improved critical thinking, and stronger research capabilities, highlighting the tools' transformative potential. The study concludes by emphasizing the importance of user-centered design, iterative feedback integration, and inclusive innovation in future AI tool development for education.

Keywords: Artificial Intelligence, Accessibility, User Satisfaction, Perceived Impact, TARI AI, Educational Technology

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