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Bridging Digital Inequalities in English Language Education: Leveraging AI for Equitable Learning in Resource-Constrained Contexts

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Abstract

Digital inequality continues to limit equitable access to quality education, particularly in English language learning across resource-constrained and diverse educational contexts. This paper examines how Artificial Intelligence (AI) can be leveraged to address disparities in access, participation, and learning outcomes, drawing on ground-level teaching and programmatic experience in India and Uzbekistan. The study adopts a qualitative, practice-informed approach, based on direct classroom implementation of AI-enabled tools, including adaptive learning platforms and digital assessment systems, in secondary and tertiary education settings. The author's experience working with learners from varied socio-economic and linguistic backgrounds provides a contextual lens to examine how technology interacts with real classroom constraints, including limited infrastructure, varying digital literacy levels, and gender-based participation gaps. Findings indicate that AI-supported interventions can enhance learner engagement, support differentiated instruction, and improve participation among underrepresented groups, particularly female learners. However, the study also highlights persistent structural challenges, such as unequal access to devices, teacher preparedness, and ethical concerns related to data privacy and algorithmic bias. The paper argues that the successful integration of AI in education requires not only technological innovation but also context-sensitive implementation strategies grounded in classroom realities. It emphasizes the importance of aligning AI adoption with inclusive education policies, teacher training, and equitable resource distribution. By bridging classroom practice with policy discourse, this study contributes to ongoing efforts to advance equitable and inclusive education systems in line with global development goals.

Keywords: Digital Inequality, Artificial Intelligence in Education, English Language Teaching,

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