



From Shelter to Server: Conceptualizing the Intersection of Housing Insecurity, Digital Accessibility, and Language Teaching and Learning

Luis Javier Pentón Herrera¹ 
Christel Young² 

Citation: Pentón, L. J. and Young, Y. (2025). From Shelter to Server: Conceptualizing the intersection of housing insecurity, digital accessibility, and language teaching and learning. *Colomb. Appl. Linguistic. J.*, 27(1), pp. 126-140.

Received: 14-Apr.-2024 / **Accepted:** 07-Jan.-2025

DOI: <https://doi.org/10.14483/22487085.22044>

Abstract

Within the domain of applied linguistics, the intertwined challenges of housing insecurity and digital inaccessibility profoundly impact teaching and learning outcomes. This article elucidates the complex intersectionality of these real-world issues and their implications for language educators and learners. Despite the burgeoning recognition of technology's role in modern pedagogy, a significant portion of students, especially those grappling with housing instability, confront the reality of digital inaccessibility. This duality not only impedes academic engagement and achievement but also accentuates psychosocial stressors. Drawing from comprehensive literature, the paper articulates the profound implications housing instability has on students' well-being and academic trajectories, particularly in the digital age. It further elaborates on the underrepresented nuances of housing insecurity for both teachers and students within the specific realm of language teaching and learning. This manuscript introduces the triadic relationship among housing insecurity, digital accessibility, and language teaching and learning, culminating in a conceptual lens. This relationship evinces how housing insecurity often limits digital access, creating, in turn, barriers to effective language learning and teaching. Emphasizing an integrative approach, the paper concludes with pragmatic considerations for policy reformation, targeted research, and adaptive pedagogical practices, aiming to foster a more equitable, resilient, and inclusive language education ecosystem.

Keywords: housing insecurity, housing instability, digital accessibility, language teaching and learning

1 VIZJA University. Email: luis.penton@gmail.com

2 East Tennessee State University. Email: YOUNGCD1@mail.etsu.edu



Del refugio al servidor: conceptualizando la intersección de la inseguridad de la vivienda, la accesibilidad digital y la enseñanza y aprendizaje de idiomas

Resumen

Dentro del ámbito de la lingüística aplicada, los desafíos entrelazados de la inseguridad de vivienda y la inaccesibilidad digital tienen un profundo impacto en los resultados de la enseñanza y el aprendizaje. Este artículo aclara la compleja interseccionalidad de estos problemas del mundo real y sus implicaciones para los educadores y estudiantes de idiomas. A pesar del creciente reconocimiento del papel de la tecnología en la pedagogía moderna, una parte significativa de los estudiantes, en particular aquellos que luchan contra la inestabilidad habitacional, enfrentan la realidad de la inaccesibilidad digital. Esta dualidad no solo impide el compromiso y logro académico, sino que también acentúa los estresores psicosociales. Basándose en una literatura exhaustiva, el artículo enlaza las profundas implicaciones que la inestabilidad habitacional tiene en el bienestar y las trayectorias académicas de los estudiantes, particularmente en la era digital. Además, detalla las sutilezas subrepresentadas de la inseguridad de vivienda tanto para profesores como para estudiantes dentro del ámbito específico de la enseñanza y aprendizaje de idiomas. Este manuscrito introduce la relación triádica entre la inseguridad de vivienda, la accesibilidad digital y la enseñanza y aprendizaje de idiomas, culminando en una lente conceptual. Esta relación triádica refleja cómo la inseguridad de la vivienda a menudo limita el acceso digital, lo que a su vez crea barreras para el aprendizaje y la enseñanza eficaz de idiomas. Enfatizando un enfoque integrador, el documento concluye con consideraciones pragmáticas para la reforma de políticas, la investigación dirigida y las prácticas pedagógicas adaptativas, con el objetivo de fomentar un ecosistema de educación lingüística más equitativo, resiliente e inclusivo.

Palabras clave: inseguridad de vivienda, inestabilidad habitacional, accesibilidad digital, enseñanza y aprendizaje de idiomas.

Introduction

Applied linguistics is an interdisciplinary field that addresses real-world language issues, including the intersection of socio-economic challenges, such as housing insecurity and digital inaccessibility, with language education. It explores how language functions within various social contexts and addresses issues where language is central, such as education, communication, and social integration. Applied linguistics is particularly concerned with the implications of language use and the challenges faced by language users, learners, and educators in diverse environments ([Uccelli & Snow, 2010](#)). In engaging with these real-world issues, applied linguistics seeks to provide insights and solutions that enhance understanding and improve outcomes for individuals and communities.

Within this broader framework, the field of language education—which is a significant branch of applied linguistics ([Hult, 2010](#))—has traditionally favored paradigms that ignore issues affecting students beyond the confines of classroom assessment and instruction. However, within the past 20 years scholarship has pursued new avenues for research precipitated by the advancement of new critical frameworks and theories (e.g., [Kim, 2020](#); [Ramanathan & Morgan, 2007](#); [White, 2018](#)). This has prompted scholars to re-envision what it means to teach and learn languages, and what factors should be taken into account in language education. More specifically, language education as a field has increasingly recognized the “limitations of purely cognitive approaches” ([White, 2018](#), p. 19). It has also become interested in exploring—and acknowledging—how real-world problems ([Cook & Kasper, 2005](#)) affect language learning and teaching. However, to date, the extension of research delving into real-world problems (i.e., real-world issues language users encounter outside of the classroom) in both applied linguistics and language education remains limited, especially in the extant literature on technology in language teaching and language learning.

A cursory search through the leading journals and publications in the field of technology and language education shows that available scholarship has primarily focused on issues regarding instruction and access to technology tools used for instruction. Nonetheless, real-world issues, such as housing insecurity and its effect on digital accessibility in relation to language teaching and learning, remain seemingly invisible. Housing insecurity is an issue experienced by almost half of the students in the United States ([Broton, 2019](#)), especially first-generation and minoritized groups ([Nobari et al., 2021](#)), and an estimated 1.6 billion people worldwide ([United Nations Human Settlements Programme \[UN-Habitat\], 2005](#)). Scholarship shows the adverse effects of housing insecurity on students’ and teachers’ physical and emotional well-being ([Coakley et al., 2022](#); [Defeyter et al., 2021](#); [Dizon-Ross et al., 2019](#); [Duran & Núñez, 2021](#); [Young, 2021](#)), which directly affects their ability to maintain the digital connectivity required to participate in learning environments. Lack of digital connectivity for both teachers and students, “therefore, translates to being digitally ostracized” ([Young & Pentón Herrera, 2021](#), p. 4), which becomes an issue of equity and social justice, and creates undesired feelings of shame and embarrassment ([Young, 2021](#)).

Although there are ongoing conversations about the need for educational institutions to support students and teachers facing housing insecurity (see [Brower et al., 2021](#); [Dizon-Ross et al., 2019](#); [Young & Pentón Herrera, 2023](#)), limited research has addressed this issue within the field of technology and language teaching and language learning—or language education more broadly. Specifically, the intersection of housing insecurity, digital accessibility, and language education remains underexplored. Motivated by the pressing necessity to shed light on these neglected real-world problems affecting language teachers and learners, we bring forth this piece. In this manuscript, we offer a review of the literature on housing insecurity and digital accessibility as they relate to language teaching and learning. Then, we conceptualize the intersection of housing insecurity, digital accessibility, and language teaching and learning. Finally, we conclude with suggestions for an agenda to move forward with policy, research, and practice.

Before delving deeper into the article, we provide clear definitions of both housing insecurity and digital accessibility to ensure conceptual clarity, as these terms may be unfamiliar to some readers. In this article, we understand housing insecurity as “housing situations that may not remain fixed, regular, and adequate” ([Hallett et al., 2019](#), p. 10) and involves “economic crisis or necessity” ([Hallett et al., 2019](#), p. 12) where individuals “live in unstable housing arrangements because they have no viable alternatives” ([Hallett et al., 2019](#), p. 12). Similarly, we define digital accessibility as being able to access digital information regardless of individuals’ (dis)ability and/or living conditions. A more detailed explanation of these terms is presented in the sections below.

Housing insecurity

Housing insecurity or housing instability is a complex and global issue that extends beyond the common understanding and association with homelessness. It involves various challenges, including difficulty in “paying rent, overcrowding, frequent moves, or allocating the majority of household income to housing” ([Healthy People 2030, n.d.](#), para. 1). This instability does not center exclusively on lacking a home; it includes scenarios where people have shelter but also are plagued by the persistent threat of losing it due to financial unpredictability ([Young & Pentón Herrera, 2021](#)). In this context, housing insecurity is characterized by an array of issues: unaffordable housing costs, inferior housing quality, unstable neighborhoods, and overcrowded living conditions, each contributing to a cycle of instability that disproportionately affects students ([Desmond, 2017](#)). This widespread problem shapes every facet of an individual's life, with a pronounced impact on educational outcomes.

Within the educational sector, the effects of housing insecurity are deeply felt. Students at all levels of scholary face barriers that extend beyond the obvious physical and psychological hardships that come with experiencing housing insecurity. This instability permeates their academic journey, complicating their learning environment and educational attainment ([Trawver & Hedwig, 2020](#)). Considering these profound consequences brings to mind Maslow's Hierarchy of Needs. Specifically, when assessing the role of inaccessibility to technology in relation to this hierarchy, [Young \(2021\)](#) suggests that a revision might be needed for the 21st century, inserting a new need: technology/digital health between the *safety needs* and *love and belonging* levels, as proposed in [Figure 1](#).

Figure 1. *Proposed revision of Maslow's Hierarchy of Needs for the 21st century*



[Young's \(2021\)](#) proposed revision reflects the fact that technology has become a foundational aspect of daily life in the 21st century, particularly in education. In modern classrooms, digital access is essential for students to engage in online learning, complete assignments, and even communicate with peers and educators ([Haleem et al., 2022](#)). Without digital tools and connectivity, students are deprived of an essential resource for academic success, social interaction, and emotional support ([Holmes et al., 2022](#)). In contemporary learning environments, the absence of

digital health—sometimes known as digital poverty—can severely limit students’ ability to feel included, supported, and capable of achieving their educational goals (Butcher & Curry, 2022). Furthermore, lack of access to digital health could also hinder students’ development of technological literacy, which is an essential skill in today’s world, not only in schools, but also in the professional arena (Afzal *et al.*, 2023). The multifarious nature of this issue underscores the necessity for comprehensive solutions that address the intersectionality of housing insecurity, educational barriers, and broader social impacts.

This digital divide is particularly concerning as it widens the gap between students experiencing housing insecurity and their more housing-stable peers. As the [School House Connection \(2021\)](#) and [Silva *et al.* \(2017\)](#) noted, housing instability affects students’ attendance, academic performance, and the ability to persist in formal education. These effects are observed across various educational levels, from kindergarten through high school and into higher education contexts. When students face uncertainty regarding where they will sleep or whether they will have a safe environment free from disturbances, their ability to focus on academic commitments becomes drastically compromised. Beyond the direct repercussions on attendance and concentration, housing insecurity presents a multitude of challenges that impede academic performance. One of the most notable challenges in our increasingly digital age is the “lack of access to computers or internet, and limited private spaces to complete homework or get a full night’s rest” (Hallett & Crutchfield, 2017, p. 94). These technological barriers are not mere inconveniences; they are foundational to participating and succeeding in schools and in life in the 21st century.

The absence of these resources places students at a distinct disadvantage, limiting their ability to engage with digital coursework, participate in online class discussions, or simply complete assignments that necessitate internet access. [Hallett and Freas \(2018\)](#) further underline the digital divide, highlighting that those grappling with homelessness and housing insecurity often have significantly less access to crucial technological resources, such as computers and the internet. This form of digital deprivation exacerbates the already severe challenges faced by these students, widening the academic achievement gap. Crucially, housing insecurity is not merely an external factor separate from educational contexts; it is intrinsically linked to students’ well-being and their ability to succeed academically (Young & Pentón Herrera, 2023). Addressing housing insecurity is therefore paramount not just from a humane perspective but also from an academic standpoint. Educators can play a key role by advocating for institutional support systems, such as on-campus housing programs and digital access subsidies, while policymakers should prioritize funding for affordable or social housing initiatives that target vulnerable student populations.

Housing insecurity and language teaching and learning

The discussion around housing insecurity and its effects on education extends into the specialized domain of language teaching and learning. This field has traditionally devoted limited scholarly attention to the nuanced impacts of housing instability on language learners and educators. While publications have surfaced touching on language teacher biases, activism, and social-emotional concerns in language teaching and learning (Benesch, 2020; Heuser, 1999; Pentón Herrera, 2020), a deeper and more comprehensive exploration of housing insecurity’s direct impacts remains markedly absent. The traditional approach to language teaching and learning often hinges on the stability of physical buildings, where the brick-and-mortar classroom environment provides a controlled space for pedagogical practices. It is within these formal confines that language educators have optimized teaching methodologies and strategies, seeking to foster a welcoming and supportive atmosphere conducive to learning. However, a shift is emerging; the dynamics of language teaching and learning extend beyond these formal bounds into the realms of unstable physical shelters, bringing forth an array of challenges hitherto unexplored.

Language learners navigating the turbulent waters of housing insecurity face intensified educational challenges. The inherent difficulties associated with acquiring a new language are exacerbated by the instability and unpredictability of their living conditions. [Obradović *et al.* \(2009\)](#) highlighted a direct correlation between housing instability and diminished academic performance, with low attendance rates leading to underachievement in language learning, particularly in reading, and extending to other core subjects like math. The psychosocial stressors associated with unstable housing ripple through the educational experiences of these learners, undermining the efficacy of traditional language teaching methodologies and necessitating an evolved pedagogical approach sensitive to these complex

realities (Perkins *et al.*, 2013). The constant shifts in living conditions destabilize the foundational elements of learning, rendering consistent and focused educational engagement almost unattainable. These students are compelled to grapple with an array of barriers, including limited access to study materials, inadequate spaces for focused learning, and the perpetual anxiety induced by housing uncertainty (Galvez & Luna, 2014). Moreover, the complex dynamics of unstable housing precipitate a ripple effect, exacerbating existing challenges associated with language acquisition, such as cognitive overload and social isolation.

Stable environments are critical for language practice, as learners need consistent access to linguistic input, whether from teachers, peers, or digital resources (García, 2008). However, learners experiencing housing instability often face disrupted schedules, frequent relocations, and an absence of conducive learning spaces. The unpredictability of their living conditions impedes regular language practice, a critical component for language retention and proficiency (Frank *et al.*, 2021). Moreover, digital resources—which are increasingly central to language learning—are often inaccessible to students facing housing insecurity due to a lack of internet connectivity or personal devices (Gottschalk & Weise, 2023). Consequently, these students are excluded from opportunities to engage in interactive, technology-supported language activities and formative assessments, widening the digital divide in education (Francis & Weller, 2022).

The ramifications of housing insecurity are not confined to language learners alone; language teachers, too, confront intricate challenges. As a field, we have recognized that the well-being of language teachers around the world are now, more than ever, compromised (Pentón Herrera *et al.*, 2023). One of many challenges presently plaguing educators' wellness is housing insecurity—most commonly in the form of finding affordable housing (Walker, 2024). For instance, a recent study in New South Wales, Australia, revealed that over 90% of teaching positions are located in areas where housing is considered severely unaffordable for educators (Eacott, 2024). The issue of housing insecurity for the teaching workforce, compounded by the increasing global teacher shortage, has become so prominent that school systems around the world are exploring the development of targeted intervention, such as offering teacher housing, to combat this reality (Medlin *et al.*, 2024). Thus, addressing housing insecurity for educators is essential for maintaining and ensuring the stability of the teaching workforce.

Language educators, who are often responsible for both facilitating language acquisition and navigating the barriers imposed by housing instability, are increasingly grappling with personal and professional challenges (Drinkwater, 2022). Housing insecurity directly affects their ability to teach, as the stress and unpredictability of their own living conditions can lead to diminished focus, mental fatigue, and reduced emotional bandwidth. This insecurity not only impacts their personal well-being but also their capacity to provide stable, consistent, and effective educational environments for their students. Teachers facing housing instability may struggle with long commutes, limited preparation time, and lack of resources (personally and professionally), which compromises their ability to engage in effective pedagogy. Additionally, the increasing difficulty of finding affordable housing near schools has led to higher teacher turnover rates and a diminished sense of community within schools (Eacott, 2024). As schools and educators are forced to contend with these pressures, there is an urgent need for recalibrating educational priorities to accommodate the complex realities both teachers and students face. Without such systemic adjustments, the quality of education—and the well-being of both teachers and students—will continue to be compromised, and the quality of the educational system will continue to be jeopardized in the near future.

Digital accessibility

Digital accessibility is a critical aspect of modern education and is particularly essential in an era where technology integrates into almost every aspect of learning and communication. It refers to the ease with which individuals, including those with disabilities, can access and utilize digital resources, such as websites, mobile apps, and electronic documents (W3C, 2023). In the educational context, digital accessibility ensures that all students, regardless of their socio-economic or physical status, have equal access to educational materials, learning platforms, and communication tools. However, despite significant advancements in technology, disparities persist in digital accessibility, underscoring a digital divide that continues to marginalize certain groups of students (Robinson *et al.*, 2020).

The digital divide is not merely a technological concern; it is intertwined with socio-economic factors. Students from low-income households often face barriers to accessing reliable internet and appropriate devices for online learning ([Broadband Commission for Sustainable Development, 2019](#)). These barriers are exacerbated for students experiencing housing insecurity, as consistent and reliable access to digital platforms becomes an unattainable luxury, impeding their educational progress ([Young & Pentón Herrera, 2023](#)). Furthermore, rural and remote communities continue to face infrastructural challenges, including limited broadband access, which constrains students' ability to engage in digital learning environments ([Moonasamy & Naidoo, 2022](#)). An additional area of concern pertains to the accessibility of well-maintained digital technology tools ([Humphry, 2019](#)). The implications of these disparities are far-reaching. Unreliable digital access not only hampers students' ability to complete assignments and engage in online learning but also isolates them from the broader educational community and the development of human society in the 21st century. This isolation can lead to decreased academic performance, lower engagement levels, increased drop-out rates ([Humphry, 2019](#); [Young, 2021](#)). Moreover, in the context of language learning, the digital divide can severely limit students' opportunities to practice and develop language skills, as many contemporary language learning resources and platforms are web-based ([Haleem et al., 2022](#)).

Efforts to bridge this digital divide are diverse and multifaceted, ranging from policy reforms and community initiatives to the innovative integration of accessible technologies in education. For instance, specific programs that have distributed portable internet devices or hotspots to students in need have made a noticeable impact ([Demir & Akpinar, 2018](#)). Community Wi-Fi programs have sprung up in various cities, aiming to provide free internet access in public spaces to mitigate accessibility issues ([Utilities One, n.d.](#)). Partnerships between educational institutions and tech companies are also gaining traction, exemplifying collaborative efforts to equip students with the necessary digital tools ([Utilities One, n.d.](#)). Despite these commendable strides, the path toward universal digital accessibility remains arduous. It is a journey that requires not only policy adjustments and technological innovations but also an unwavering commitment to recognizing digital access as a fundamental right, crucial to educational equity ([OECD, 2018](#)). As the educational landscape continually evolves in this digital age, creating an environment where every student and teacher, irrespective of their background, has the necessary tools and opportunities to thrive, is not a mere aspiration but an indispensable necessity.

Digital accessibility and language teaching and learning

In the realm of language education, digital accessibility has moved beyond the role of a supplementary resource and manifests as a cornerstone for effective teaching and learning. The proliferation of digital tools and online resources has significantly augmented traditional pedagogical approaches, offering diversified, flexible, and enriched learning experiences for both language learners and teachers ([Moorhouse & Yan, 2023](#)). However, these advancements do not benefit all learners equally (e.g., low-income students, and students in rural areas). Language learners, particularly those in disparate socio-economic conditions, encounter multifaceted challenges precipitated by digital inaccessibility. A nuanced exploration reveals the profound impact of the digital divide on learners' ability to access language learning materials, participate in interactive online platforms, and engage in synchronous and asynchronous language practice ([Youssef et al., 2022](#)). The consequence of this inequity is not only academic but extends to the learners' social integration, self-esteem, and cognitive development ([Lin et al., 2016](#)).

Just as language learners are impacted by digital (in)accessibility, language teachers worldwide also grapple with its effects. For language teachers, digital inaccessibility poses significant constraints on their ability to deliver inclusive, individualized, and interactive learning experiences. In response, teachers are often compelled to adapt by relying on offline materials, simplifying technological requirements, or offering flexible deadlines—frequently improvising with limited resources to accommodate the diverse needs of their students ([Miao et al., 2016](#)). The pedagogical innovations enabled by digital tools—such as interactive simulations, real-time feedback, and global collaborative projects—remain inaccessible to a segment of their student population, impeding holistic learning experiences ([Kessler, 2018](#)). As pointed out by [Smith and González-Lloret \(2021\)](#), digital accessibility significantly influences the efficacy of language acquisition. Language learners with inadequate access to digital resources are often deprived of essential opportunities for language practice, interactive learning, and exposure to a range of linguistic and cultural contexts, which are integral for enhancing fluency and linguistic competence.

In the same way that language students experience and are affected by digital accessibility, so are language teachers. Digital literacy—one's ability to use computing skills—has recently become a significant concern in educational contexts ([Sharma & Singh, 2024](#)). However, the reality is that many language teachers do not have access to technology or digital resources on a daily basis, neither in their personal nor professional lives, which affects their capability of becoming digitally literate. Further, language teachers, especially those who are teaching a language that they themselves acquired later in life, face unique challenges when they lack digital connectivity as they are not able to practice, maintain, and improve their linguistic skills and fluency ([Pratolo & Solikhati, 2021](#)). In turn, this can affect the quality of their teaching. In addition, online professional development opportunities are increasingly essential for language educators to stay updated on teaching methodologies, curriculum design, and classroom management strategies ([Maneta, 2024](#)). Without access to digital platforms, language teachers may struggle to connect with peer networks, participate in webinars, or engage in professional communities, which are vital for continuous learning.

The absence of digital accessibility also poses significant challenges for language teachers in delivering effective instruction. In the contemporary classroom, digital tools and multimedia resources play an essential role in language teaching, offering interactive and engaging ways to present complex linguistic concepts ([Kessler, 2018](#)). Without access to these tools, teachers are restricted to traditional methods that may not align with the diverse learning preferences or needs of contemporary students. This constraint hinders the ability to provide individualized instruction, assess students' progress in real time, or offer immediate feedback, all of which are critical components of modern pedagogy. Moreover, teachers may find it challenging to incorporate authentic language materials—such as videos, podcasts, and online articles—into their lessons, which are crucial for fostering language immersion and cultural understanding ([Godwin-Jones, 2017](#)). In a world where language learning and language use increasingly rely on digital platforms for collaborative activities and global communication, the lack of digital access significantly undermines the effectiveness of language teaching, leaving both teachers and students at a disadvantage.

The intertwined relationship between housing insecurity (as outlined in the preceding subsection) and digital (in)accessibility intensifies obstacles not only for students but also for teachers. Students grappling with housing instability are invariably affected by limited digital access, creating a compounded obstacle to their language learning journey ([Young & Pentón Herrera, 2021, 2023](#)). Similarly, teachers facing digital inaccessibility struggle to access instructional tools and professional resources that are vital for maintaining high-quality instruction and continuous professional development. The intersectionality of these issues underscores the need for integrative solutions that address not only the material but also the pedagogical and psychosocial aspects of language education. For teachers, digital access is critical for staying connected with the latest pedagogical practices, and without it, they face professional isolation, which impacts their ability to innovate and improve their teaching methodologies. Collaborative efforts, including policy reforms, infrastructural developments, and community support, are paramount in mitigating the impacts of digital inaccessibility on both language learners and educators. Integrating digital equity into the core framework of language education policies can ensure that innovations and advancements in language pedagogy are inclusive and accessible to all students and teachers, irrespective of their digital access ([Miao et al., 2016](#)).

Conceptualizing the intersection of housing insecurity, digital accessibility, and language teaching and learning

The synergy between housing insecurity and digital accessibility bears profound implications for language teaching and learning. These complex, multifaceted issues intersect in a dynamic ecosystem where social, economic, and educational inequalities are intertwined ([Kuhn et al., 2023](#)). The consequences extend far beyond immediate physical and material deficiencies, infiltrating the psychological, cognitive, and social spheres of both language learners and educators. Housing insecurity generates an environment of instability and unpredictability for both teachers and students. When the fundamental need for shelter is uncertain, a cascade of secondary challenges arises, among which digital inaccessibility stands prominently ([Humphry, 2019](#); [Young & Pentón Herrera, 2021](#)).

Students experiencing unstable housing conditions often lack reliable access to the Internet and digital learning tools, which are instrumental in modern language acquisition methodologies (Young & Pentón Herrera, 2023). This digital divide widens the educational gap, rendering advanced, interactive, and individualized language learning experiences—increasingly mediated through digital technologies—inaccessible to these students (Kuhn *et al.*, 2023). Language learners' cognitive and psychological well-being is intricately connected to their living conditions and digital access. Housing insecurity exacerbates stress, anxiety, and other mental health issues, which are further intensified by the isolation and exclusion resulting from digital inaccessibility (LoSchiavo *et al.*, 2020). These compounding pressures undermine learners' cognitive capacities, engagement levels, and ultimately, their language acquisition processes. In such conditions, the interactive, collaborative, and participatory nature of contemporary language learning, much of which is facilitated and enhanced by digital technologies, becomes a distant reality for these learners.

Language educators are not immune to these complexities. Housing insecurity and digital inaccessibility impose significant constraints on educators' capacities to deliver up-to-date, equitable, effective, and engaging language instruction. Maintaining a relationship with students, which is the fulcrum of exceptional teacher-student relationships, is significantly challenged when access to financial resources is needed to maintain digital health (Pikhart & Al-Obaydi, 2023). Teachers navigating these intersections contend with limited resources, increased student absenteeism, and diminished student engagement, leading to pedagogical challenges that extend beyond traditional classroom management and instructional design (Drinkwater, 2022). Moreover, the nuanced pedagogical adaptations required to meet the specific needs of students grappling with housing and digital insecurities are often inadequately addressed in teacher preparation and professional development programs (Brito Prado *et al.*, 2023). Teachers therefore frequently find themselves ill-equipped to bridge these gaps—through no fault of their own—necessitating a transformative shift in language teacher education that includes professional development in digital pedagogy, social-emotional learning, trauma-informed teaching practices, as well as resource allocation for digital and psychosocial support for teachers and students (Jacobson, 2018; Pentón Herrera & Darragh, 2024).

Conceptualizing the nexus of housing insecurity, digital accessibility, and language education requires a holistic, integrative approach. This involves not only identifying and mitigating the material and digital deficiencies but also addressing the profound psychosocial, cognitive, and pedagogical challenges at this intersection. Policies, practices, and interventions must be multidimensional, encompassing infrastructural improvements, digital equity initiatives, targeted educational support, and comprehensive care for the psychological and social well-being of affected learners and educators. Collaboration among policymakers, educators, communities, and technology providers is paramount. The incorporation of multidimensional support systems, including mental health services, community support networks, and enhanced teacher training, is integral to constructing a resilient, adaptive, and equitable language education ecosystem at this intersection (Miao *et al.*, 2016).

From this standpoint, we propose a triadic conceptual lens that intricately links housing insecurity, digital accessibility, and language teaching and learning, illustrating a cyclical pattern of challenges and impacts. In this interconnected model (as shown in Figure 2), housing insecurity serves as a foundational issue, giving rise to a lack of digital access, which, in turn, exacerbates the challenges faced in language education. In the nexus of this triad, students grappling with unstable housing find themselves in environments not conducive to learning, marked by distractions, lack of resources, and psychological stress. This instability extends to digital accessibility, where inconsistent housing situations lead to unreliable internet connections and lack of access to digital devices, hindering students' and teachers' ability to engage with digital learning platforms, online resources, and virtual classrooms. The dual burden of housing instability and digital inaccessibility manifests in the realm of language teaching and learning as decreased opportunities for practice, limited access to teaching and learning materials, and reduced engagement with peers and the global community.

Figure 2. *Conceptualization of housing insecurity, digital accessibility, and language teaching and learning*



Placing a spotlight on teachers specifically is vital to emphasize that housing insecurity impacts teachers on multiple levels, affecting their personal well-being and professional capacity. Firsthand, teachers who themselves experience housing instability face challenges such as financial stress, unstable living conditions, and longer commutes, which can lead to exhaustion and reduced focus. These personal struggles often lead to physical and emotional fatigue, reducing teachers' overall effectiveness in managing classrooms and adapting to students' diverse learning needs. Secondhand, housing insecurity among students adds an additional layer of complexity for educators. Teachers may feel the emotional toll of supporting students who face disruptions in their own learning due to housing instability, including absenteeism, lack of access to digital tools, and social-emotional distress (i.e., known as vicarious or second-hand trauma). This dual burden not only undermines teachers' ability to deliver high-quality language instruction but also exacerbates burnout and increases turnover rates in areas where housing costs are prohibitive (Eacott, 2024). In addressing these challenges, it is essential for educational institutions to recognize the role of housing insecurity and provide targeted support systems for both teachers and students.

The dynamic relationship between housing insecurity, digital inaccessibility, and language education creates a complex, cyclical pattern of challenges that compound over time. Housing instability disrupts access to essential digital tools and resources, which are increasingly fundamental to effective language teaching and learning. Students grappling with unstable living conditions often face barriers to engaging in language practice through digital platforms, while teachers lack the technological resources needed to craft interactive, adaptive lessons. This inaccessibility hinders language acquisition and diminishes educational outcomes. As a result, the cognitive and emotional stressors associated with housing instability are magnified, affecting both learners' ability to concentrate and teachers' capacity to offer individualized support. This interaction perpetuates a cycle in which educational disruptions and housing insecurity reinforce one another, making it difficult for both students and educators to break free from these compounded barriers without strategic, holistic interventions.

Breaking this cycle requires a comprehensive approach that simultaneously tackles housing instability and digital exclusion. Providing stable housing for students and teachers would establish a secure foundation for educational participation, thereby enabling more consistent access to digital learning resources. Addressing digital inaccessibility through initiatives such as improving internet access and providing necessary digital devices would further close the digital divide, facilitating greater educational equity. Additionally, equipping teachers with affordable housing options and professional development in digital pedagogy and in how to support students experiencing housing insecurity could enhance their ability to support language learners in this ever-evolving learning

landscape. By addressing both material and psychological aspects of housing insecurity and digital access for both teachers and students, we can foster a more inclusive, resilient educational environment that better serves the needs of all stakeholders.

Looking Ahead: Moving Forward with Policy, Research, and Practice

Applied linguistics, by its very nature, seeks to bridge the gap between theory and practice, providing actionable insights into how language functions within broader societal structures and individual lived experiences. The exploration of housing insecurity and digital accessibility within the realm of language education exemplifies this practical orientation, highlighting the necessity for interdisciplinary approaches that consider various factors affecting language users, learners, and teachers. Addressing these issues within the field of applied linguistics not only enriches our understanding of language learning environments but also informs policies and practices that can lead to more equitable and effective educational outcomes. Navigating the complexities at the intersection of housing insecurity, digital accessibility, and language teaching and learning necessitates a comprehensive approach—one informed by research, supported by thoughtful policies, and enacted through pedagogical practices. It also requires an integration of multi-sectoral efforts, ensuring that educational experiences are equitable and conducive for all learners. Building from our previous work (see [Young & Pentón Herrera, 2023](#)), we end this manuscript by highlighting important considerations for policy, research, and practice moving forward.

Policy considerations

From a policy perspective, there is an urgent need to reimagine educational frameworks. These policies should holistically incorporate the intertwined challenges of housing insecurity and digital inaccessibility, ensuring that every student's learning experience is uninterrupted, irrespective of their housing conditions. An emphasis on inter-sectoral collaboration is crucial. It is vital for policymakers spanning housing, education, and technology sectors to join forces, aiming to derive solutions that tackle the root of housing insecurities and digital divides. Moreover, strategic resource allocation is pivotal; budgetary provisions should be oriented towards ensuring consistent access to digital tools and stable housing, guaranteeing effective engagement in the evolving digital age of language learning ([OECD, 2016](#)). We acknowledge that these recommendations are vague, but as our reviewers pointed out, policies concerning housing insecurity and digital technologies are context-bound rather than universal. As such, we leave these recommendations open to interpretation in the hopes that readers will territorialize these variables and solutions ([Barad, 2018](#)).

For refugee and migrant students who are language learners, policies need to be even more nuanced. Recognizing the additional challenges faced by these populations, such as cultural adaptation, trauma, and social integration barriers, is crucial ([OECD, 2019](#)). Tailored interventions, ranging from socio-emotional support to bridging courses, can significantly enhance the learning experiences of these students, ensuring that they are not left behind in the digital age of language education ([Damaschke-Deitrick & Wiseman, 2021](#)). For language teachers, policy must support a multifaceted professional identity. Their roles should be re-envisioned not just as educators but as facilitators navigating the complexities of both content delivery and empathetic support. They require professional development opportunities in social, emotional, and psychosocial support that arm them with tools to recognize and address the specific challenges associated with housing instability and digital inaccessibility. Teachers should be trained to integrate digital tools in a way that is equitable and accessible, ensuring that students with limited resources are not marginalized. Partnerships with community stakeholders can help provide alternative learning resources and environments that bridge the digital gap for these students.

Research considerations

The research horizon offers a plethora of opportunities. There is a pressing need for longitudinal studies that delve deep into the long-term implications of housing instability and digital inaccessibility on language acquisition processes, including their cognitive, social, and psychological ramifications. Adopting holistic research methodologies could provide invaluable insights, emphasizing not merely academic outcomes but also capturing the broader socio-emotional

experiences of affected learners. Furthermore, there is significant scope to explore innovative pedagogical strategies tailored to meet the unique demands of students and educators grappling with these intertwined challenges. In addition, qualitative inquiries, through in-depth interviews or focus groups, can offer intimate glimpses into the daily struggles, coping mechanisms, and resilience strategies employed by these individuals, as seen in [Young \(2021\)](#). Engaging in cross-disciplinary research, drawing from fields such as sociology, psychology, and urban studies, can yield a multi-faceted understanding, allowing for richer contextualization of the interplay between housing, technology, and language education.

Pedagogical considerations

In terms of pedagogical practices, proactive community engagement stands out as a powerful tool. By forging collaborations with local community stakeholders, technology providers, and businesses, educational institutions can collectively address digital and housing challenges. Continuous professional development for educators is imperative. Tailored programs can empower educators with the requisite skills to adeptly support students facing housing and digital accessibility challenges. Additionally, embracing flexibility in teaching methodologies, which encompasses both digital and offline modalities, ensures that education remains inclusive and adaptive, catering to diverse learning environments ([Santiago Jr. et al., 2021](#)).

In summation, navigating the intricate nexus of housing, technology, and language education compels us to envision and shape a more inclusive tomorrow. Central to this vision is ensuring equitable access to high-quality language education for all. This aspiration beckons our shared commitment, ingenuity, and compassion. By uniting our endeavors across policy development, rigorous research, and on-the-ground pedagogical applications, we possess the potential to mend prevailing disparities and forge a more robust, inclusive framework for language education.

References

- Afzal, A., Khan, S., Daud, S., Ahmad, Z., & Butt, A. (2023). Addressing the digital divide: Access and use of technology in education. *Journal of Social Sciences Review*, 3(2), 883–895. <https://doi.org/10.54183/jssr.v3i2.326>
- Barad, K. (2018). Posthumanist performativity: Toward an understanding of how matter comes to matter. In S. Alaimo & S. Hekman (eds.), *Material feminisms* (pp. 120–156). Indiana University Press.
- Benesch, S. (2020). Emotions and activism: English language teachers' emotion labor as responses to institutional power. *Critical Inquiry in Language Studies*, 17(1), 26–41. <https://doi-org.proxygw.wrlc.org/10.1080/15427587.2020.1716194>
- Brito Prado, B. de., Gobbo Junior, J. A., & Stolte Bezerra, B. (2023). Emerging themes for digital accessibility in education. *Sustainability*, 15(14), 11392. <https://doi.org/10.3390/su151411392>
- Broadband Commission for Sustainable Development. (2019). *The state of broadband 2019. Broadband as a foundation for sustainable development*. UNESCO. <https://www.itu.int/pub/S-POL-BROADBAND.20-2019>
- Broton, K. M. (2019). A review of estimates of housing insecurity and homelessness among students in U. S. higher education. *Journal of Social Distress and Homelessness*, 29(1), 25–38. <https://doi.org/10.1080/10530789.2020.1677009>
- Brower, R. L., Jones, T. B., & Hu, S. (2021). Overcoming the “Trash talk in your head”: Extending an ethic of care to students experiencing intersectional stigma in community college. *AERA Open*, 7(1), 1–12. <https://journals.sagepub.com/doi/pdf/10.1177/23328584211006381>
- Butcher, J., & Curry, G. (2022). Digital poverty as a barrier to access. *Widening Participation and Lifelong Learning*, 24(2), 180–194. <https://doi.org/10.5456/WPLL.24.2.180>
- Coakley, K. E., Cargas, S., Walsh-Dilley, M., & Mechler, H. (2022). Basic needs insecurities are associated with anxiety, depression, and poor health among university students in the State of New Mexico. *Journal of Community Health*, 47(3), 454–463. <https://doi.org/10.1007/s10900-022-01073-9>
- Cook, G., & Kasper, G. (2005). Editorial. *Applied Linguistics*, 26(4), 479–481. <https://doi.org/10.1093/applin/ami033>
- Damaschke-Deitrick, L., & Wiseman, A. W. (2021). Migration, refugees, and education: Challenges and opportunities. In A. Wilmers & S. Joritz (Eds.), *International perspectives on school settings, education policy and digital strategies. A transatlantic discourse in education research* (pp. 95–109). Barbara Budrich Publishers. <https://doi.org/10.2307/j.ctv1gbrzf4.8>

- Defeyter, M. A., Stretesky, P. B., Long, M. A., Furey, S., Reynolds, C., Porteous, D., Dodd, A., Mann, E., Kemp, A., Fox, J., McAnallen, A., & Gonçalves, L. (2021). Mental well-being in UK higher education during COVID-19: Do students trust universities and the government? *Frontiers in Public Health*, 9, 646916. <https://doi.org/10.3389/fpubh.2021.646916>
- Demir, K., & Akpinar, E. (2018). The effect of mobile learning applications on students' academic achievement and attitudes toward mobile learning. *Malaysian Online Journal of Educational Technology*, 6(2), 48–59.
- Desmond, M. (2017). *Evicted: Poverty and profit in the American city*. Crown.
- Dizon-Ross, E., Loeb, S., Penner, E., & Rochmes, J. (2019). Stress in boom times: Understanding teachers' economic anxiety in a high-cost urban district. *AERA Open*, 5(4), 1–20. <https://doi.org/10.1177/2332858419879439>
- Drinkwater, J. L. (2022, March 21). A crisis in education looms. *MV Times*. <https://www.mvtimes.com/2022/03/21/crisis-education-looms/>
- Duran, A., & Núñez, A. (2021). Food and housing insecurity for Latinx/a/o college students: Advancing an intersectional research agenda. *Journal of Hispanic Higher Education*, 20(2), 134–148. <https://doi.org/10.1177/1538192720963579>
- Eacott, S. (2024). The systemic implications of housing affordability for the teacher shortage: The case of New South Wales, Australia. *The Australian Educational Researcher*, 51(2), 733–755. <https://doi.org/10.1007/s13384-023-00621-z>
- Francis, D. V., & Weller, C. E. (2022). Economic inequality, the digital divide, and remote learning during COVID-19. *The Review of Black Political Economy*, 49(1), 41–60. <https://doi.org/10.1177/00346446211017797>
- Frank, M. C., Braginsky, M., Yurovsky, D., Marchman, V. A. (2021). *Variability and consistency in early language learning. The wordbank project*. Massachusetts Institute of Technology.
- Galvez, M., & Luna, J. (2014). *Homelessness and housing instability: The impact on education outcomes* [Brief for the Tacoma Housing Authority]. Urban Institute. <https://www.tacomahousing.org/wp-content/uploads/2021/06/Urban-Institute-THA-Homelessness-and-Education-2014-12-22.pdf>
- García, O. (2008). *Bilingual education in the 21st century: A global perspective*. Wiley.
- Godwin-Jones, R. (2017). Smartphones and language learning. *Language Learning & Technology*, 21(2), 3–17. <http://lt.msu.edu/issues/june2017/emerging.pdf>
- Gottschalk, F., & Weise, C. (2023). *Digital equity and inclusion in education: An overview of practice and policy in OECD countries*. OECD Education Working Paper No. 299.
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Hallett, R. E., & Crutchfield, R. (2017). Homelessness and housing insecurity in higher education: A trauma-informed approach to research, policy, and practice. *ASHE Higher Education Report*, 43(6), 7–118. <https://doi.org/10.1002/aehe.20122>
- Hallett, R. E., Crutchfield, R., & Maguire, J. J. (2019). *Addressing homelessness and housing insecurity in higher education: Strategies for educational leaders*. Teachers College Press.
- Hallett, R. E., & Freas, A. (2018). Community college students' experiences with homelessness and housing insecurity. *Community College Journal of Research and Practice*, 42(10), 724–739. <https://doi-org.proxygw.wrlc.org/10.1080/10668926.2017.1356764>
- Healthy People 2030. (n.d.). Housing instability. <https://health.gov/healthypeople/priority-areas/social-determinants-health/literature-summaries/housing-instability>
- Heuser, L. (1999). Service-learning as a pedagogy to promote the content, cross-cultural, and language-learning of ESL students. *TESL Canada Journal*, 17(1), 54–71. <https://doi.org/10.18806/tesl.v17i1.880>
- Holmes, H., Karampour, K., & Burgess, G. (2022). *Digital poverty and housing inequality*. Cambridge Centre for Housing & Planning Research.
- Hult, F. M. (2010). The history and development of educational linguistics. In B. Spolsky, & F. M. Hult (Eds.), *The Handbook of educational linguistics* (pp. 10–24). Wiley-Black.
- Humphry, J. (2019). Looking for Wi-Fi: Youth homelessness and mobile connectivity in the city. *Information, Communication & Society*, 24(7), 1009–1023. <https://www.tandfonline.com/doi/full/10.1080/1369118X.2019.1670227>
- Jacobson, L. (2018, December 20). Teacher prep beginning to address growing homeless student population. *K-12 Dive*. <https://www.k12dive.com/news/teacher-prep-beginning-to-address-growing-homeless-student-population/544469/>
- Kessler, G. (2018). Technology and the future of language teaching. *Foreign Language Annals*, 51(1), 205–218. <https://doi.org/10.1111/flan.12318>

- Kim, D. (2020). Learning language, learning culture: Teaching language to the whole student. *ENCU Review of Education*, 3(3), 519–541. <https://doi.org/10.1177/2096531120936693>
- Kuhn, C., Khoo, S. M., Czerniewicz, L., Lilley, W., Bute, S., Crean, A., Abegglen, S., Burns, T., Sinfield, S., Jandrić, P., Knox, P., & MacKenzie, A. (2023). Understanding digital inequality: A theoretical kaleidoscope. *Postdigital Science Education*, 5, 894–932. <https://doi.org/10.1007/s42438-023-00395-8>
- Lin, C.-H., Warschauer, M., & Blake, R. (2016). Language learning through social networks: Perceptions and reality. *Language Learning & Technology*, 20(1), 124–147. <http://dx.doi.org/10.125/44449>
- LoSchiavo, C., Krause, K. D., Singer, S. N., & Halkitis, P. N. (2020). The confluence of housing instability and psychosocial, mental, and physical health in sexual minority young adults: The P18 cohort study. *Journal of Health Care for the Poor and Underserved*, 31(4), 1693–1711. <https://doi.org/10.1353/hpu.2020.0127>
- Maneta, M. A. (2024, July 25). Nurturing growth: The importance of professional development in English language teaching. *ELT News*. <https://eltnews.gr/post/nurturing-growth-the-importance-of-professional-development-in-english-language-teaching/>
- Medlin, L., Eacott, S., Gilbert, C., MacDonald, K., & Pettit, C. J. (2024). Housing the teacher workforce: A scoping review. *Education Sciences*, 14(5) 537. <https://doi.org/10.3390/educsci14050537>
- Miao, F., Mishra, S., & McGreal, R. (Eds.). (2016). *Open educational resources: Policy, costs and transformation*. UNESCO.
- Moonasamy, A. R., & Naidoo, G. M. (2022). Digital Learning: Challenges experienced by South African university students' during the COVID-19 pandemic. *The Independent Journal of Teaching and Learning*, 17(2), 76–90.
- Moorhouse, B. L., & Yan, L. (2023). Use of digital tools by English language schoolteachers. *Education Sciences*, 13(3), 226. <https://doi.org/10.3390/educsci13030226>
- Nobari, T. Z., Rusmevichientong, P., Peterson, H., Sami, M., & Koleilat, M. (2021). *The impact of the pandemic on CSUF students' basic needs*. Health Equity for All Lab Department of Public Health. California State University, Fullerton. http://hhd.fullerton.edu/pubh/_resources/pdfs/pandemic%20on%20CSUF%20students%20basic%20needs.pdf
- Obradović, J., Long, J., Cutuli, J., Chan, C., Hinz, E., Heistad, D., & Masten, A. (2009). Academic achievement of homeless and highly mobile children in an urban school district: Longitudinal evidence on risk, growth, and resilience. *Development and Psychopathology*, 21(2), 493–518. <https://doi.org/10.1017/S0954579409000273>
- Organization for Economic Cooperation and Development (OECD). (2016). *Innovating education and educating for innovation: The power of digital technologies and skills*. OECD Publishing.
- Organization for Economic Cooperation and Development (OECD). (2018). *The future of education and skills. Education 2030*. OECD Publishing. <http://dx.doi.org/10.1787/9789264265097-en>
- Organization for Economic Cooperation and Development (OECD). (2019). *The Road to integration: Education and migration*. OECD Publishing. <https://doi.org/10.1787/d8ceec5d-en>
- Pentón Herrera, L. J. (2020). Social-emotional learning in TESOL: What, why, and how. *Journal of English Learner Education*, 10(1), 1–16.
- Pentón Herrera, L. J., & Darragh, J. J. (2024). *Social-emotional learning in English language teaching*. University of Michigan Press.
- Pentón Herrera, L. J., Martínez-Alba, G., & Trinh, E. T. (Eds.). (2023). *Teacher well-being in English language teaching: An ecological approach*. Routledge.
- Perkins, S. C., Finegood, E. D., & Swain, J. (2013). Poverty and language development: Roles of parenting and stress. *Innovations in Clinical Neuroscience*, 10(4), 10–19. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3659033/>
- Pikhart, M., & Al-Obaydi, L. H. (2023). Potential pitfalls of online foreign language teaching from the perspective of the university teachers. *Heliyon*, 9(2), 1–11. <https://doi.org/10.1016/j.heliyon.2023.e13732>
- Pratolo, B. W., & Solikhathi, H. A. (2021). Investigating teachers' attitude toward digital literacy in EFL classroom. *Journal of Education and Learning*, 15(1), 97–103. <https://doi.org/10.11591/edulearn.v15i1.15747>
- Ramanathan, V., & Morgan, B. (2007). TESOL and policy enactments: Perspectives from practice. *TESOL Quarterly*, 41(3), 447–463. <https://doi.org/10.1002/j.1545-7249.2007.tb00080.x>
- Robinson, L., Schulz, J., Blank, G., Ragnedda, M., Ono, H., Hogan, B., ... Khilnani, A. (2020). Digital inequalities 2.0: Legacy inequalities in the information age. *First Monday*, 25(7). <https://doi.org/10.5210/fm.v25i7.10842>
- Santiago Jr., C. S., Ulanday, M. L. P., Centeno, Z. J. R., Bayla, M. C. D., & Callanta, J. S. (2021). Flexible learning adaptabilities in the new normal: E-learning resources, digital meeting platforms, online learning systems and learning engagement. *Asian Journal of Distance Education*, 16(2), 38–56. <https://doi.org/10.5281/zenodo.5762474>

- School House Connection. (2021). *Student homelessness: Lessons from the youth risk behavior survey (YRBS)*. <https://schoolhouseconnection.org/student-homelessness-lessons-from-the-youth-risk-behavior-survey-yrbs/>
- Sharma, A., & Singh, A. (2024). Digital literacy: An essential life skill in present era of education. In S. Ahmad, M. I. Hussain, M. Mustaqeem, & R. K. Kushwaha (eds.), *Transforming learning: The power of educational technology* (pp. 118–125). Blue Rose One.
- Silva, M. R., Kleinert, W. L., Sheppard, A. V., Cantrell, K. A., Freeman-Coppadge, D. J., Tsoy, E., Roberts, T., & Pearrow, M. (2017). The relationship between food security, housing stability, and school performance among college students in an urban university. *Journal of College Student Retention: Research, Theory & Practice*, 19(3), 284–299. <https://doi.org/10.1177/1521025115621918>
- Smith, B., & González-Lloret, M. (2021). Technology-mediated task-based language teaching: A research agenda. *Language Teaching*, 54(4), 518–534. <https://doi.org/10.1017/S0261444820000233>
- Trawler, K. R., & Hedwig, T. (2020). Food and housing insecurity and homelessness among students in an open-enrollment university. *Journal of Social Distress and Homelessness*, 29(1), 57–64. <https://doi-org.proxygw.wrlc.org/10.1080/10530789.2020.1676987>
- Uccelli, P., & Snow, C. (2010). A research agenda for educational linguistics. In B. Spolsky, & F. M. Hult (Eds.), *The Handbook of educational linguistics* (pp. 626–642). Wiley-Black.
- United Nations Human Settlements Programme (UN-Habitat). (2005). *Financing urban shelter global report on human settlements 2005*. UN-Habitat. <https://unhabitat.org/sites/default/files/download-manager-files/GRHS2005.pdf>
- Utilities One. (n.d.). Together we connect reducing the digital divide in telecommunications networks. <https://utilitiesone.com/together-we-connect-reducing-the-digital-divide-in-telecommunications-networks>
- W3C. (2023). Web accessibility fundamentals. <https://www.w3.org/WAI/fundamentals/>
- Walker, T. (2024, April 1). Educators struggle to find affordable housing. *NEAToday*. <https://nea.org/nea-today/all-news-articles/teachers-struggle-find-affordable-housing>
- White, C. J. (2018). The emotional turn in applied linguistics and TESOL: Significance, challenges and prospects. In J. de D. Martínez Agudo (Ed.), *Emotions in second language teaching: Theory, research and teacher education* (pp. 19–34). Springer. https://doi.org/10.1007/978-3-319-75438-3_2
- Young, C. (2021). *Influences of housing insecurity on postsecondary participation: A digital connectivity qualitative study*. [Unpublished Doctoral Dissertation]. American College of Education.
- Young, C. & Pentón Herrera, L. J. (2021). Disconnected connections: A reflection on maintaining digital accessibility and connectivity for housing insecure students in higher education during COVID-19. *Dialogues in Social Justice: An Adult Education Journal*, 6(2), 1–7.
- Young, C., & Pentón Herrera, L. J. (2023). Well-being as an ecological practice: Supporting students facing housing insecurity in higher education. In J. S. Stephen, G. Kormpas, & C. Coombe (Eds.), *Global Perspectives on higher education: From crises to opportunity* (pp. 471–484). Springer.
- Youssef, A. B., Dahmani, M., & Ragni, L. (2022). ICT use, digital skills and students' academic performance: Exploring the digital divide. *Information*, 13(3), 129. <https://doi.org/10.3390/info13030129>

