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From Movement to Independence: A Conceptual Framework for Bilingual-Vocational Literacies in Special High School Education

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ABSTRACT

This exploratory qualitative study aimed to formulate a conceptual framework of Bilingual-Vocational Literacy integrated with kinesthetic-based learning to support the independence of students with disabilities in Special Senior High Schools (SMALB). Data were collected through observations, in-depth interviews with teachers, and an analysis of instructional documents, and were subsequently analyzed using thematic analysis. The findings indicate that vocational literacy encompasses functional abilities to understand work instructions, identify and use tools, communicate, conduct transactions, and solve problems within vocational contexts. Bilingual-vocational literacy extends beyond the use of Indonesian and English to include multimodal communication through visual symbols, gestures, simple texts, numbers, real objects, and digital media. Meanwhile, kinesthetic-based learning provides concrete learning experiences through activities involving preparation, production, packaging, product arrangement, service simulations, and promotion. Based on these findings, a conceptual framework was formulated integrating bilingual/multimodal literacy, vocational literacy

Keywords: *Bilingual-Vocational Literacies, Pembelajaran Kinestetik, Pendidikan Vokasional, Kemandirian Berwirausaha, Pendidikan Khusus .*

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INTRODUCTION

Education for students with disabilities in special high schools (Sekolah Menengah Luar Biasa/SMALB) increasingly extends beyond academic achievement to include preparation for productive, independent, and socially participatory adult lives (Acar, 2021; Almalki, 2021; Alnahdi, 2021; Anderson, 2023). At the secondary level, vocational education represents a strategic component because it provides opportunities for students to develop employability skills, adaptive competencies, communication abilities, and readiness to participate in productive and entrepreneurial activities after completing formal education (Abed, 2020; Aktan, 2020; Albusays, 2021; Almalky, 2023; Almufareh, 2023; Alsolami, 2022; Berkeley, 2020; Burke, 2020). For students with physical disabilities and autism, vocational learning needs to be adaptively designed to accommodate differences in motor abilities, communication, information processing, social interaction, and individual learning experiences.

Vocational education in special education has traditionally placed considerable emphasis on technical skill acquisition. Students are commonly trained to produce particular goods or perform specific vocational tasks; however, the ability to understand work-related information, follow instructions, communicate in workplace situations, make decisions, and solve problems is not always systematically integrated into vocational instruction (Al-Hassan, 2024; Asbury, 2021; Averett, 2021; Babik, 2021; Baragash, 2020; Basham, 2020; Bešić, 2020; Bigelow, 2020; Brownell, 2020). Yet successful participation in employment and entrepreneurship requires more than technical competence. Students also need to understand information, communicate with others, access relevant resources, respond to changing situations, and make appropriate decisions within authentic work environments. This perspective highlights the importance of developing vocational literacy as an integral component of vocational education for students with disabilities.

Vocational literacy extends the concept of literacy beyond reading and writing to include the ability to use language, symbols, information, and communication strategies in workplace contexts (Ambarini, Utami, Zahraini, Ratimiasih, et al., 2026; Utami et al., 2025; Zahraini, Utami, & Ambarini, 2025; Zahraini, Utami, Ambarini, et al., 2025). In vocational settings, literacy may involve reading product labels, understanding prices, following instructions for using equipment, recognizing safety symbols, understanding work sequences, communicating with customers, and determining appropriate responses to workplace problems (Ambarini, Indrariansi, et al., 2018, 2019; Ambarini, Utami, Zahraini, & Hidayat, 2026; Suciati & Ambarini, 2018). Vocational literacy can therefore be understood as a functional competence that connects knowledge with action in authentic vocational situations. For students with disabilities, developing vocational literacy is particularly important because technical skills without an understanding of their contextual application may limit the transfer of learning from instructional environments to actual work and entrepreneurial situations.

At the same time, contemporary work and entrepreneurial environments increasingly require diverse forms of communication (Ambarini, Sumardiyani, Utami, & Ayu, 2026; Utami et al., 2026). Communication in vocational activities does not always occur through formal verbal language. Students may use words, images, symbols, gestures, expressions, real objects, numbers, simple written language, and digital media to understand and communicate information (Adi & Ambarini, 2025; Ambarini et al., 2024; Ambarini, Yuliasri, et al., 2025; Sumardiyani & Ambarini, 2025). Within this context, Bilingual-



Vocational Literacies in the present study are conceptualized broadly to incorporate Indonesian, relevant English vocabulary and expressions, and multiple forms of multimodal communication (Ambarini, Setyaji, & Zahraini, 2018; Ambarini, Setyaji, et al., 2019; Suciati & Ambarini, 2018). Such an approach enables students to draw on more than one linguistic and representational resource when engaging with vocational activities (Amalia et al., 2026; Firdausy et al., 2025; Nurhartanti & Ambarini, 2024). English, for example, may be introduced through product names, tools, colors, measurements, numbers, simple instructions, and expressions relevant to entrepreneurial activities.

The bilingual approach is also relevant to the development of language learning for students with disabilities. Cioè-Peña (2020) argues that bilingualism among students with disabilities should not necessarily be viewed as a deficit but can become a resource when instructional practices are responsive to students' communication needs (Ambarini, Sumardiyani, et al., 2025; Setyaningrum et al., 2026; Syafitri et al., 2026). Within inclusive education, the use of multiple linguistic and representational resources can expand access to information and provide alternatives for students who experience difficulties with conventional verbal communication (Azka & Ambarini, 2023; Laveresa et al., 2024; Listianingsih et al., 2023; Maldy et al., 2025). Research on inclusive English language teaching has likewise emphasized the importance of flexible, multimodal, and responsive instructional strategies for learners with diverse educational needs (Ambarini et al., 2026). Thus, bilingual-vocational literacy can be positioned as an approach that connects language and communication with authentic vocational requirements.

In addition to literacy and communication, the learning characteristics of students with disabilities highlight the importance of concrete experiences and bodily engagement in learning processes. Instruction that relies primarily on verbal explanations or abstract information may create a gap between what students know and their ability to apply knowledge in authentic situations (Ambarini, 2017b; Ka & Ambarini, 2022; Santoso et al., 2025). Consequently, kinesthetic learning becomes relevant because it provides opportunities for students to learn through movement, object manipulation, direct practice, simulation, and embodied experience. In vocational education, such activities may include preparing materials, using equipment, producing goods, packaging products, arranging products, serving customers, conducting transactions, and promoting products.

Kinesthetic activity should not be understood merely as a strategy for developing motor skills. It can also function as a medium through which language, literacy, conceptual understanding, and action are interconnected (Ambarini, Setyaji, & Suneki, 2018; Ambarini et al., 2021b, 2023; Utami et al., 2022). When students follow instructions to prepare materials, for example, the learning process involves understanding language or symbols, identifying objects, sequencing actions, coordinating movement, and making decisions. Bodily movement in vocational learning can therefore be understood as part of the process of meaning-making (Ambarini, 2012; Artaninda et al., 2025; Dwi et al., 2024; Nabila & Ambarini, 2024; Prayogo et al., 2021). This perspective positions students as active participants who construct knowledge through the relationship among language, literacy, body, movement, and action.

The integration of vocational literacy, bilingual/multimodal communication, and kinesthetic activity becomes particularly important when vocational learning is oriented toward entrepreneurial independence. Entrepreneurial independence involves more than the ability to produce goods (Ambarini, 2017a; Ambarini, Setyaji, et al., 2019; Rahmawati & Ambarini, 2023; Stevani & Ambarini, 2023). It also

encompasses understanding customer needs, communicating product information, determining simple prices, conducting transactions, managing materials and products, solving problems, and making decisions (Ambarini et al., 2021a; Ambarini & Sumardiyani, 2018; Hasanah et al., 2023; Ma & Ambarini, 2023). Entrepreneurship education in vocational contexts is also associated with the development of entrepreneurial mindsets, creativity, opportunity orientation, and decision-making abilities. Therefore, vocational experiences need to be structured so that students are not merely passive recipients of instructions but gradually develop the capacity to understand the rationale behind actions and make decisions within productive activities.

Previous studies have addressed vocational education, bilingual education, special education, and experiential learning from different perspectives (Alfianto & Ambarini, 2020; Ambarini, Setyaji, & Zahraini, 2018; Putri & Ambarini, 2025). However, these areas have generally been examined separately. Research on vocational education for students with disabilities has frequently emphasized specific work skills, whereas bilingual research has more often focused on language development and literacy. Meanwhile, kinesthetic learning has commonly been examined as an instructional approach or form of physical engagement without being explicitly connected to vocational literacy and entrepreneurial independence among students with disabilities. This situation indicates a research gap in understanding how language, vocational literacy, embodied experience, and entrepreneurial activity can be integrated into a coherent educational framework.

Previous studies in language learning and inclusive education have also demonstrated that technology, multimodal resources, experiential activities, and responsive instructional strategies can broaden learning access for students with diverse needs (Ambarini et al., 2024; Ambarini et al., 2025; Sumardiyani & Ambarini, 2025). Nevertheless, the integration of bilingual literacy, vocational literacy, and kinesthetic learning into a conceptual framework specifically designed to support entrepreneurial independence among students with disabilities in special high schools remains underexplored. This gap provides the foundation for the present study.

Building on this gap, the present study proposes that movement can function as part of literacy and vocational learning rather than merely as physical activity accompanying instruction. When movement is integrated with bilingual/multimodal instructions, vocational practice, communication, and reflection, kinesthetic activity can serve as a bridge between understanding and action (Ambarini, Hidayat, et al., 2025; Indriyani & Ambarini, 2023). These experiences can subsequently develop into vocational participation and, ultimately, greater entrepreneurial independence. This perspective provides the conceptual foundation for the phrase “From Movement to Independence” adopted in this study.

LITERATURE REVIEW

Vocational Literacy in Special Education

Vocational education for students with disabilities has increasingly shifted from a narrow emphasis on technical skill acquisition toward a broader understanding of employability, functional competence, communication, and independence. In special high school education, vocational learning is expected to prepare students not only to perform specific tasks but also to understand work environments, communicate



appropriately, solve practical problems, and participate in productive activities. This broader orientation creates a need to conceptualize literacy as an essential component of vocational competence (Schwartz, 2021).

Vocational literacy refers to the ability to use language, symbols, information, and communication strategies appropriately within vocational and workplace contexts. Unlike conventional literacy, which is frequently associated with reading and writing, vocational literacy is situated within authentic work practices. It may involve understanding work instructions, recognizing symbols and labels, interpreting product information, following sequences of procedures, communicating with customers or coworkers, and making decisions based on available information (Yenioglu, 2023).

For students with disabilities, vocational literacy has particular significance because the transition from school-based learning to employment or entrepreneurship requires the transfer of knowledge across contexts. Technical competence alone may not guarantee successful participation when students encounter unfamiliar instructions, new customers, different tools, or changing workplace conditions. Vocational learning therefore needs to incorporate opportunities for students to interpret information and apply it functionally (Zaleski, 2024).

The development of vocational competence also involves entrepreneurial dimensions. Entrepreneurship education can contribute to creativity, opportunity recognition, decision-making, and entrepreneurial mindset among vocational learners. However, for students with disabilities, entrepreneurship needs to be adapted to their individual communication, cognitive, sensory, and motor characteristics. Rather than focusing exclusively on business concepts, entrepreneurial learning can be embedded in authentic activities such as producing goods, packaging products, determining prices, interacting with customers, and promoting products.

From this perspective, vocational literacy provides a bridge between knowing how to perform a task and understanding why, when, and how the task should be performed. This distinction is central to the conceptual framework developed in the present study.

Bilingual and Multimodal Literacy in Special Education

Language is fundamental to participation in vocational environments because work-related activities require individuals to receive, interpret, and communicate information. However, conventional verbal communication may not adequately accommodate the diverse communication profiles of students with disabilities. Consequently, bilingual and multimodal approaches can provide additional pathways for accessing and expressing meaning (Francisco, 2020; Moeyaert, 2021).

In the present study, bilingual literacy is not restricted to proficiency in two spoken languages. Instead, it is conceptualized as the flexible use of Indonesian, relevant English vocabulary and expressions, and multiple communicative representations according to the demands of a particular vocational situation. This broader interpretation is consistent with contemporary perspectives on plurilingual and multimodal literacy, which emphasize the use of diverse linguistic and semiotic resources in meaning-making.

Cioè-Peña (2020) highlights the importance of reconsidering bilingualism among students with disabilities from a resource-oriented perspective rather than treating bilingual development as inherently problematic. Similarly, research on inclusive English language teaching emphasizes the importance of



instructional flexibility and multimodal support when teaching students with diverse educational needs (Ambarini et al., 2026). These perspectives suggest that language learning and communication should be adapted to the learner rather than requiring learners to conform to a single communication mode.

Multimodal communication is particularly relevant to vocational education because students may understand information more effectively through diverse forms of representation. In vocational learning, communication can therefore involve spoken Indonesian, relevant English words and expressions, simple written instructions, pictures, symbols, numbers and prices, gestures, body movements, real objects, demonstrations, and digital media, allowing students with disabilities to access and express vocational knowledge according to their individual communication needs.

The integration of these resources creates opportunities for students to access vocational information through multiple pathways. Therefore, Bilingual-Vocational Literacies can be understood as a contextualized form of literacy in which linguistic and multimodal resources are mobilized to facilitate participation in authentic vocational activities.

Kinesthetic and Embodied Learning

Learning does not occur exclusively through cognitive processing of verbal or written information. For many students with disabilities, particularly those who benefit from concrete and experiential learning, physical interaction with objects and environments can play an important role in knowledge construction. This provides a theoretical basis for kinesthetic learning and embodied approaches to education (Ismailos, 2022).

Kinesthetic learning emphasizes learning through movement, physical manipulation, direct experience, and active participation. Within vocational education, this approach can be implemented through authentic practical activities rather than isolated classroom exercises. Students can learn by preparing materials, operating tools, assembling products, packaging goods, arranging products, serving customers, conducting transactions, and participating in promotional activities.

The value of kinesthetic learning extends beyond motor development. Physical action can provide contextual cues that support comprehension and memory. For example, when a student receives an instruction while simultaneously demonstrating the required action, verbal or visual information becomes connected with a concrete experience. The learning process consequently involves an interaction among language, perception, movement, action, and reflection.

This perspective is particularly relevant for students with physical disabilities and autism, whose learning profiles may involve different levels of motor coordination, communication, sensory processing, attention, and social interaction. Rather than applying a single standardized learning strategy, kinesthetic activities can be adapted in terms of movement intensity, task complexity, physical assistance, visual support, pacing, and environmental structure (Tsibidaki, 2021).

The concept of embodied learning therefore expands the role of movement in vocational education. Movement is not simply an outcome of learning; it can also become a medium through which learning occurs. This conceptual shift is important for understanding how physical engagement may contribute to vocational participation and independence.

METHODS OF RESEARCH

Research Design

This study employed a qualitative exploratory design to develop a conceptual understanding of Bilingual-Vocational Literacies through kinesthetic learning in special high school education. The study focused on how bilingual and multimodal communication, vocational literacy, physical engagement, and entrepreneurial activities were interconnected in the learning experiences of students with disabilities. Rather than testing the effectiveness of a specific intervention, the study explored existing practices, learning needs, communication patterns, and vocational activities as a basis for developing a conceptual framework for adaptive vocational education.

Research Setting and Participants

The study was conducted in a special high school (SMALB) in Indonesia that provides vocational learning for students with disabilities. Participants were selected purposively based on their involvement and knowledge of vocational education practices. The participants included special education teachers, vocational skills teachers, and school personnel involved in entrepreneurial or vocational programs. Students' learning activities were also observed as the primary context for examining bilingual communication, vocational literacy, kinesthetic engagement, and participation in entrepreneurial activities.

Data Collection

Data were collected through classroom observations, semi-structured interviews, and document analysis. Observations focused on vocational learning activities, students' use of language and multimodal communication, interactions with teachers and peers, physical engagement, use of vocational tools and materials, and participation in entrepreneurial activities. Semi-structured interviews explored teachers' perspectives regarding students' vocational literacy needs, bilingual or multimodal communication strategies, kinesthetic learning practices, barriers to vocational participation, and strategies for developing students' independence. Relevant documents, including learning materials, vocational modules, lesson plans, students' work, and documentation of entrepreneurial activities, were also analyzed to complement the observational and interview data.

Data Analysis

The collected data were analyzed using thematic analysis. The analysis involved several stages, including data organization and transcription, initial coding, categorization, identification of emerging themes, interpretation of relationships among themes, and development of the conceptual framework. Particular attention was given to recurring patterns related to bilingual/multimodal literacy, vocational literacy, kinesthetic engagement, vocational participation, decision-making, and entrepreneurial independence. The relationships among these themes were subsequently examined to identify how different forms of literacy and physical engagement contributed to meaningful participation in vocational activities.

RESULT AND DISCUSSION

Overview of the Findings

The findings indicate that vocational learning in special high school education involves a combination of practical skills, communication, literacy, physical engagement, and opportunities for independent decision-making. The analysis of observations, interviews, and learning documents identified six interconnected themes: bilingual and multimodal communication, vocational literacy, kinesthetic engagement, vocational participation, decision-making and problem solving, and entrepreneurial independence. These themes suggest that vocational competence should not be developed through technical skills alone but through integrated learning experiences that connect language, movement, practical action, and meaningful participation.

Table 1. Main Themes Identified from the Data

No.	Main Theme	Key Findings	Educational Implication
1	Bilingual and multimodal communication	Students benefited from verbal, visual, symbolic, gestural, and simple English-based communication	Communication should use multiple linguistic and semiotic resources
2	Vocational literacy	Students needed support in understanding instructions, labels, prices, procedures, and workplace information	Literacy should be embedded in authentic vocational tasks
3	Kinesthetic engagement	Practical activities, manipulation of objects, demonstrations, and movement supported understanding	Learning should provide direct and purposeful physical experience
4	Vocational participation	Students participated more meaningfully when tasks were concrete and structured	Activities should be contextual, structured, and adaptive
5	Decision-making and problem solving	Students required opportunities to make choices and respond to simple vocational problems	Learning should gradually promote autonomy
6	Entrepreneurial independence	Independence emerged through repeated participation, communication, task completion, and reduced assistance	Vocational learning should target functional and entrepreneurial independence

The findings demonstrate that these components cannot be viewed as isolated competencies. Instead, they form an interconnected learning system in which communication provides access to vocational information, kinesthetic activity transforms information into action, and authentic vocational participation creates opportunities for decision-making and independence.

Bilingual and Multimodal Communication in Vocational Learning

One of the most prominent findings was the importance of flexible communication. Vocational learning required students to understand information presented through different forms, including spoken language, written words, pictures, symbols, demonstrations, gestures, and digital media. Relevant English

vocabulary and expressions could also be incorporated into vocational activities when appropriate, particularly for product names, simple instructions, labels, or customer communication.

The findings suggest that bilingualism in this context should not be narrowly defined as mastery of two spoken languages. Rather, bilingual vocational literacy involves the ability to mobilize linguistic and multimodal resources according to the communicative demands of a task. This perspective is consistent with research emphasizing the value of bilingualism and multimodal communication for students with disabilities (Cioè-Peña, 2020; Ambarini et al., 2026).

Table 2. Forms and Functions of Bilingual-Multimodal Communication

Communication Resource	Example in Vocational Learning	Primary Function
Indonesian	Explaining procedures and interacting with customers	Basic comprehension and interaction
English vocabulary	Product names, simple commands, labels	Exposure to functional vocational English
Written language	Short instructions and product information	Supporting independent task completion
Pictures	Product images and work sequences	Visual comprehension
Symbols/icons	Safety, tools, and transaction symbols	Quick recognition of information
Numbers	Prices, quantities, and product counts	Functional numeracy
Gestures	Demonstrating actions or responses	Supporting communication
Real objects	Tools, products, and materials	Connecting language with concrete experience
Digital media	Images, videos, or simple digital content	Expanding access to information

The use of multiple communication modes is particularly relevant because students with disabilities may demonstrate different patterns of language comprehension and expression. A single verbal explanation may not provide sufficient access to vocational information. Combining spoken language with visual demonstrations, objects, gestures, and written cues can make instructions more concrete and accessible.

This finding supports the broader argument that inclusive language education should accommodate diverse communication needs rather than rely exclusively on conventional verbal literacy. In the proposed framework, bilingualism therefore functions as a resource for vocational participation, rather than as an isolated language-learning objective.

Vocational Literacy as Functional Literacy

The findings further indicate that vocational literacy extends beyond reading and writing. Students encountered literacy demands while interpreting product labels, recognizing symbols, understanding instructions, identifying prices, following sequences, and communicating with customers. These activities demonstrate that literacy becomes meaningful when directly connected to practical tasks.

Table 3. Components of Vocational Literacy Identified in the Study

Vocational Literacy Component	Functional Application
Reading functional information	Reading labels, names, or short instructions
Understanding symbols	Recognizing safety and workplace symbols
Following procedures	Completing tasks according to sequences
Product literacy	Identifying product characteristics and information
Price literacy	Understanding simple prices and quantities
Communication literacy	Interacting with teachers, peers, and customers
Digital literacy	Accessing simple digital information
Decision-making literacy	Selecting appropriate actions in vocational situations

The findings indicate that vocational literacy should be taught within authentic vocational contexts. Instead of teaching literacy separately from vocational practice, students can develop literacy while performing meaningful tasks. For example, reading a product label becomes more meaningful when the student needs the information to complete a packaging or selling activity.

This integrated perspective is important because successful vocational participation requires students to interpret information and act upon it. Technical skill without the ability to understand task-related information may limit independence. Therefore, vocational literacy functions as a bridge between information and action.

Kinesthetic Engagement as a Bridge Between Knowledge and Action

Another major finding concerns the role of physical and kinesthetic engagement. Vocational learning provided opportunities for students to interact directly with tools, materials, products, and work environments. These activities transformed abstract instructions into concrete experiences.

Table 4. Kinesthetic Activities and Their Learning Functions

Kinesthetic Activity	Learning Function	Potential Competence Developed
Manipulating tools	Understanding tool functions	Technical competence
Preparing materials	Organizing work	Work readiness
Producing goods	Applying procedures	Practical skills
Packaging products	Following sequences	Task independence
Arranging products	Organizing objects	Attention and planning
Simulating transactions	Practicing communication	Social and entrepreneurial skills
Serving customers	Applying communication	Customer-service competence
Moving between workstations	Navigating work environments	Functional mobility
Demonstrating procedures	Linking language and action	Comprehension and memory

The findings suggest that movement should not be considered merely a physical component of vocational education. Instead, movement functions as a learning medium through which students experience and internalize vocational concepts.

For students with disabilities, direct experience can make learning more concrete and meaningful. Demonstration followed by guided practice allows students to associate verbal or visual information with

specific physical actions. This supports the embodied dimension of the proposed framework, in which learning emerges from the interaction between language, body, objects, and environment.

At the same time, kinesthetic activities must remain adaptive. Students should not be expected to perform identical movements or work at identical speeds. The learning environment needs to accommodate differences in motor ability, communication, sensory needs, and task performance.

From Kinesthetic Engagement to Vocational Participation

The findings reveal that kinesthetic learning becomes particularly meaningful when it is connected to authentic vocational participation. Students were not simply performing movements; they were using movement to accomplish recognizable purposes, such as producing, preparing, organizing, packaging, displaying, or selling products.

Table 5. Relationship Between Learning Elements and Vocational Participation

Learning Element	Student Experience	Expected Contribution
Language	Understanding instructions	Improved task comprehension
Visual support	Interpreting pictures/symbols	Increased accessibility
Demonstration	Observing work procedures	Understanding task sequences
Movement	Performing practical actions	Experiential learning
Repetition	Practicing tasks	Increased familiarity
Interaction	Communicating with others	Social participation
Choice	Selecting tools/materials/actions	Developing autonomy
Reflection	Reviewing completed tasks	Supporting self-awareness

This finding suggests that vocational participation is an important mediating process between learning activities and entrepreneurial independence. Students develop independence not simply by acquiring knowledge but by repeatedly participating in meaningful tasks.

This interpretation is compatible with experiential approaches to education, in which knowledge develops through the interaction of experience, action, and reflection. In special education, such an approach is particularly relevant because meaningful participation can provide opportunities for students to generalize skills beyond highly structured instructional situations.

CONCLUSION

This study concludes that Bilingual-Vocational Literacies based on kinesthetic engagement provides a promising conceptual framework for strengthening vocational participation and entrepreneurial independence among students with disabilities in special high school education. The findings indicate that vocational competence should not be limited to technical skills but should integrate bilingual and multimodal communication, functional vocational literacy, purposeful physical engagement, authentic vocational participation, decision-making, and problem solving. Bilingual and multimodal resources facilitate students' access to vocational information, while kinesthetic experiences connect language and knowledge with concrete action. These integrated experiences create opportunities for students to

participate more actively in vocational activities and gradually develop greater autonomy. Accordingly, the proposed framework, “From Movement to Independence,” conceptualizes the progression from bilingual and multimodal resources to vocational meaning-making, kinesthetic experience, vocational engagement, decision-making, and ultimately entrepreneurial independence. The framework offers a theoretical foundation for developing more adaptive, inclusive, and context-sensitive vocational learning practices in special high school education and provides a basis for future studies to develop and empirically validate instructional models based on Bilingual-Vocational Literacies.

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