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*Integrated content and language learning
as a new challenge of vocational training.
Experiences from public funded
qualification programs in the
health care sector in Germany*

*Integración profesional, un nuevo desafío profesional
de aprendizaje de un idioma. Experiencias de
programas de formación en el campo de la salud
en Alemania financiados con fondos públicos*

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Abstract

The growing need of professionals led to an increased transnational mobility in the health care sector within Europe. Integrating international nurses into the job market implies public funded qualification programs that train and certify necessary competences of the professionals. Being faced with the connected challenge of culturally and linguistically diverse groups within those qualification programs the described project "Integrated content and language learning (IFSL) in professional adaptation qualification – a job-related training for specialist trainers in the health care sector" customizes a train-the-trainer program to equip the trainers with skills to integrate the acquisition of vocational knowledge and related language skills at the same time. The article focus the results of the first step of the project, a multi-perspective needs assessment to identify challenges of trainers working in these programs. The needs assessment consisted of a systematic document analysis of curricula and concepts of 53 qualification programs as well as problem-centered qualitative interviews with experts, program coordinators and trainers working in this context. Results show a high diversity of programs, participants and their language deficiencies. Trainers' challenges emphasize the need of skills to deal with the socio-cultural and linguistic heterogeneity of participants. The train-the-trainer program is adjusted to these needs and integrates a period of individual coaching but also team-teaching processes of participating vocational and language trainers. Implications show further organizational and qualificationally demands of (educational) institutions in this field.

Key Words: Health Care; Vocational Qualification; Content and Language Integrated Learning

Resumen

Las crecientes necesidades de personal de enfermería profesional han conducido a un aumento de la movilidad transnacional en el sector de la salud en Europa. La integración de enfermeras internacionales en el mercado laboral requiere programas de formación, los cuales son financiados con fondos públicos, que entrenar las competencias necesarias del personal de enfermería y lo certifican. Considerando la diversidad cultural y lingüística de los participantes en estos programas de formación, el proyecto «Integración técnica y aprendizaje de idiomas en las evaluaciones de adaptación profesional - una formación vocacional para entrenadores en el campo de enfermería» tiene por objetivo crear un programa de entrenamiento de los entrenadores terapeuticos para desarrollar las habilidades de el entrenador como mediador, y de esta forma promover al mismo tiempo competencias profesionales y lingüísticas. El artículo se centra en los primeros resultados de le proyecto. Se necesitan más estudios para identificar los desafíos del instructor en los programas de formación. La evaluación incluyó un análisis y documentación de los conceptos utilizados en 53 de los cursos y programas de estudio. Igualmente incluyó entrevistas con expertos, coordinadores y formadores en el campo de la atención de salud. Los resultados describen una amplia gama de programas y las limitaciones lingüísticas de los participantes. Un de los mayores desafíos para los entrenadores es la necesidad de competencias, el distinguir el lenguaje, la cultura y las diferencias sociales que influyen en la participación. El programa descrito incluye un entrenamiento individual de los participantes también el trabajo de equipo entre profesores de la especialidad y profesores de idiomas. Se asume en este artículo que los enfoques descritos tienen implicaciones para el desarrollo futuro en esta área.

Palabras clave: Sector de la Salud; Cualificación Profesional; Aprendizaje Integrado de Contenidos y Lenguas

1. Introduction

Because of the demographic changes in Germany, including an increasing life expectancy, qualified health care professionals have become an important part of the job market. National statistics calculate increasing numbers of people in need of care from todays 2.5 million to 3.5 million in 2030. Until 2050, the numbers are to be expected even about 4.7 million people (STATISTISCHES BUNDESAMT, 2008, p. 28). As home care, facilities by family members are decreasing in the same time professional help is to be organized by the state.

Otherwise, care facilities in Germany have already problems to find suitable applicants within the local job market because of the lack of qualified workers in this field (GIRALDI 2010, p. 1). In May 2014, compared to registered unemployed applicants, 22 % more vacancies were notified in the health care sector and over 50 % more vacancies in the elder care sector (BUNDESAGENTUR FÜR ARBEIT, 2014). Additional, the existing work force is not suitable to cover the demands of high-qualified professionals because of lacking competences (BUßMANN & SEYDA, 2014, p. 9)

Foreign employees represent an opportunity to solve this problem. European initiatives, such as the joint action health workforce planning and forecasting (JAHWP)[1] support need based exchange of professionals within European countries. In fact, in European countries with high unemployment rates many professionals in the health and elder care system are interested in working in Germany (BUNDESAGENTUR FÜR ARBEIT – ZENTRALE AUSLANDS-UND FACHVERMITTLUNG, 2014). This led to an increased transnational mobility in the mentioned sectors within Europe towards Germany (GIRALDI, 2010, p. 3).

Statistical data of the year 2010 shows a number of 70.000 migrant workers with a certificate brought from their mother countries in the health care field (including elder care). The majority are originated in states of the former Soviet Union (22.000) and the eastern parts of the European Union (19.000) – mainly from Poland (12.000) (AFENTAKIS & MAIER, 2014, p. 177). In 2013, an overall number of 73.600 regular employees in the German care sector were foreign nationals (MERDA, BRAESEKE & KÄHLER, 2014, p. 8). Additional special recruitment program were established with Croatia, China, Bosnian and Herzegovina, Serbia and the Philippines (GIZ, 2013).

Although there is obviously an economic interest in international nurses because of the skill shortage in the German health care system and the German Recognition Act (BUNDESGESETZBLATT, 2011) gives migrant workers the formal right to get their competences justiciable assessed, in real their professional background is usually not fully recognized automatically because of different reasons: Educational curricula and structures in the health care system differ between more vocational oriented apprenticeships and university studies, while academic knowledge is not seen equivalent in general. Specific aspects of health care (e.g. elder care) can be part of more comprehensive education certificates without formal certification (such as in the former states of the Soviet Union). General educational certificates can differ between European countries to get access to a training program in health care (e.g. in Switzerland the general school exam is sufficient to start an apprenticeship as a nurse). In addition, many international applicants are limited to informal work experience in this field (e.g. caring a family member or working as a care helper over many years) without having any official confirmation.

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1   Further information: http://healthworkforce.eu/

Third country nationals are forced to a comprehensive formal competence assessment in general. Most of the assessment results lead only to a not equivalent recognition (ENGLMANN & MÜLLER, 2007, p. 54f.).

To reduce the possible "brain waste" (ENGLMANN & MÜLLER, 2007) because of not recognizing the initial professional competences brought with the job migrants, national funded adaptation qualification programs have been established recently to support the required competence development processes of participants with respect to their formal attested deficiencies and/or in preparation of their vocational certificate for a permanent work permission in Germany (FANDREY, 2014).

Educational professionals in these qualification programs can be separated into vocational trainers and language trainers. Vocational trainers are usually external trainers (with an own professional background of health care) working as freelancers. Those trainers need to be qualified to deal with the crucial role of language in knowledge acquisition in a new way: They have to design vocational learning processes with respect to language deficiencies and diverse linguistic backgrounds but in a way to promote vocational and language skills (especially an advanced level of professional language) of their learners both. Language trainers are specialized in German as a second or foreign language. Their experiences with respect to health care are usually very limited. This leads to the struggling situation of a lacking understanding of professional communication, language routines or specific language competences needed for health care professionals. They need to connect language learning to language needs of their participants. As a summary, both specialist trainers are not qualified themselves for an integrated content and language teaching process. Both groups are in need for a deeper cooperation to adopt their teaching to the participants need and to support each other with their expertise.

The here described project "Integrated content and language learning in professional adaptation qualification – a job-related training for specialist trainers" (IFSL)[2] connects to these challenges as it customizes a specific program to equip those trainers with methods to integrate the acquisition of knowledge and of learning-related language skills at the same time. The underlying research question can be described as followed: How can vocational and language trainers in qualification programs for international nurses be trained for an integrated content and language teaching?" Connected to the answer of this question are several project inherent goals. First, it is an attempt to get initial empirical data about linguistic needs and challenges in this specific context. Secondly, a practical outcome is going to be derived by developing a real training program that will be published freely nationwide with the project end. Finally yet importantly, the project fosters an indirect support of the international nurses within the qualification programs, by incorporating a new teaching tradition, incorporated by participating specialist trainers in the described project.

2. Theory and methods

2.1. Theory

The project tries to foster an innovative approach of IFSL in vocational qualification programs. Particular aim of the project is to support the participating vocational trainers to increase their competences with respect to the following aspects:

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2   The project is financed by the European Social Fund (ESF) and as part of the Network "Integration through Qualification (IQ)" controlled by the Competence Centre for Work-Related German Language. Further information about the project: http://www.deutsch-am-arbeitsplatz.de/weiterbildung_ifsl.html

- Language Awareness: Trainers can reflect the linguistic nature of the job-related learning processes of their participants and their own job-related teaching activities

- Language Sensitive Didactical Design: Trainers can encourage their participants in their vocational learning with respect to their language deficiencies

- Promotion of language competences as part of vocational competences: They are able to integrate the switching necessary for the acquisition of professional education content language skills in a didactic-methodical overall planning of professional instruction in their professional courses

Language trainers on the other side are to be trained in a vocational orientated version of language teaching, focusing linguistic needs and routines in the particular professional field of health care.

Behind this project, goal and intern definition is the pre-understanding of deep interconnections between the language development and biography of someone. Within migration processes, those processes are decoupled and need to be reunited again. This is immanent important, as language competences are a distinctive part of vocational action skills (compare EXTRAMIANA & VAN AVERMAET, 2011). Following this idea, specific language competences for determined professional fields are necessary to interact professionally in someone's own vocational working field. This makes principles necessary that allow organizing learning needs oriented, flexible and personal with respect to individual vocational and linguistic deficiencies.

Forms of instruction that combine content teaching and language teaching are not a very new topic but is discussed from different perspectives and disciplines – including changing approaches and names. In the applied linguistics IFSL relates to the long tradition of content language integrated learning (CLIL) as it is known for primary and secondary education and bilingual settings for several decades (see CRANDALL, 1992; DALTON-PUFFER, 2011; BREIDBACH, 2013).

> "The acronym CLIL is used as a generic term to describe all types of provision in which a second language (a foreign, regional or minority language and/or another official state language) is used to teach certain subjects in the curriculum other than the language lessons themselves." (EURYDICE 2006, p. 8)

As a common idea of these approaches is the urgent call for a profound professionalism of all educational professionals working in these contexts. This includes considerations of cooperation between subject teacher and language teacher (PAVON VAZQUEZ *Et al.*, 2015). Initial concepts of qualification for subject teachers include factors such as role changes, new didactical tasks, diagnosis skills and awareness for the own behavior or lack of knowledge. But the role of general subject teachers as equivalent part of a comprehensive support of second language learners over the whole curriculum is also part of the scientific and school experience based educational discussion about English as a second language learners (ESL) (e.g. MESKILL, 2005; LEVINE, HOWARD & MOSS 2014).

There is a first awareness of vocational education researchers for the increasing linguistic diversity connected with heterogeneous learning biographies in vocational learning groups at the transition from school to work in Germany (compare e.g.

BECKER-MROTZEK *Et al.*,2013; GOGOLIN, LANGE & GRIEßBACH, 2010) or in vocational qualification programs (OHM, 2014).

Didactical strategies for teachers in schools - named language sensitive content teaching - to deal with language deficiencies in the subject context have been developed in the German speaking area for general schools (compare e.g. SCHMÖLZER-EIBINGER *Et al.*, 2013).

For the context of VET, first concepts of IFSL were developed under the term "integrated language promotion" (compare KIMMELMANN, 2013) or as forms of "associated language promotion in vocational training" (compare BETHSCHEIDER, DIMPL, OHM & VOGT, 2011) from the vocational trainers` perspective.

IFSL connects to these approaches and their ideas by integrating language learning into the vocational learning process from two perspectives. Vocational trainers are to address their learners' linguistic needs. Language trainers will connect the language learning to professional language needs, situations and routines.

A first corresponding framework curriculum for trainers in vocational qualification programs has been developed by the author`s team within a former research project. Findings of this project emphasized a need for more specific and flexible offers of professionalization, considering the diversity of trainers but also institutional frameworks of vocational (adaptation) qualification programs, the changing didactic concept of qualification processes involving more individualized teaching and learning arrangements and process support as well as the inclusion of practical experience and output in the training programs for trainers. The project IFSL correlates to this, as it is specific to trainers in qualification programs for international nurses.

2.2 Methods

The described project is funded by the European Social Fund, directed by the Network "Integration through Training" (IQ).The project`s duration is from Mid 2015 until end of 2017. To answer the inherent research question the project is structured in six consecutive steps:

1. Exploration of the Qualification Programs, Needs Assessment

2. Development of the Training Program

3. Implementation and Evaluation of the Training Program

4. Coaching and Further Development of the Trainers

5. Modification of the Training Program

6. Final Evaluation and Publication of the Training Program

The following descriptions are the results of step one of the project, a systematic needs assessment. Aim of the needs assessment was on one hand to capture the needs and requirements of the potential participating trainers with respect to language deficiencies, language demands and linguistic routines in their qualification programs. On the other hand, existing approaches and results about successful approaches of IFSL in vocational qualification programs were ought to be collected and analyzed.

To achieve the aim the project team carried out a multi-perspective needs assessment, which consisted of a systematic document analysis (BOWEN, 2009) of concepts and a frequency analysis of operators in curricula as they are both used in these qualification programs. Goal of this document analysis was to get information about objective linguistic needs in the qualification programs and to clarify relevant typical text formats. A combined research strategy – using network contacts of the funding network for Integration through Qualification (IQ)" on the one side and an comprehensive free internet research on the other side - led to a data base of 53 analyzed qualification programs in the health care sector in Germany. Most of them were established recently. With respect to federal substructures in Germany there can be assessed a focus of responding qualification programs in the states Baden-Württemberg (nine programs), Bayern (nine programs) and Hamburg (seven programs).

Curricula and concepts of these programs were scanned for linguistic competences named explicitly or implicitly, analyzing the vocational content under linguistic perspective. Relevance of the four language competences were documented by creation of a ranking list.

Additionally, project members conducted fifteen problem-centered qualitative interviews (WITZEL, 2000) with experts, coordinators, language and vocational trainers within the programs. Some of the interviewees have multi-roles in the programs (coordinator and trainer). Eleven interviews were made with persons being in the trainer role in any way. By integrating all relevant professionals groups for the qualification programs within the interview study it was possible to get a deep understanding of the macro- and micro-level of the qualification programs as well about the relevant training needs from a different point of view. The main questions for coordinators included the following issues:

- Formation process of the qualification program

- Characteristics of the qualification program

- Experiences made with the qualification program

- Characteristics of participating international nurses

- Relevance of a language awareness for professionals in the qualification programs

Interviews with trainers were conducted following these themes of guiding questions:

- Characteristics of participating international nurses

- Challenges with participating international nurses

- Methodical and didactical design of the programs and course settings

- Relevance of language competences in the course settings

- Personal training need with respect to trainer role and language deficiencies of participants

The analysis of the interviews data was based on thematic coding (HOPF in KUCKARTZ, 2010, pp. 84-92) following the named steps:

- Transcription of Interviews

- Development of the Codes and Categories

- Coding of the Interviews via analysis software MAXQDA

- Deduction of the Training Needs

- Comparison between Derived Training Needs and Articulated Training Needs

The initial code scheme based on literature analysis about IFSL and similar approaches was complemented by in-vivo-codes of the interviewees. In order to guarantee intercode-reliability codes were defined precisely in a team process and documented in written words. A final comparison between the results of the document analysis and the interview results were used to identify conflicting perspectives and further research needs. The subsequent chapters describe the common results of the data analysis with special focus on the following aspects: Structure, content and final exams of the qualification programs, Challenges for the participating international nurses and the specialist trainers. Based on these results the content of the trainers` training program was derived and composed by the project team.

3. Results

3.1 Structure of the Qualification Programs

Figure 1 shows the variety within the qualification programs when it comes to their structure and combination of vocational and language training. Because of the federal system in Germany vocational training institutions offering qualification programs can vary in the form of qualification (combined in-house course and training in Health Care Institutions or part-time training). Vocational competence training can be extensive in a comprehensive 13-module program (even for totally beginners in the health care) or limited to a reduced number of modules focusing only attested deficits of participants. Short-term programs offer a reduced combination of language course and preparation for a vocational certificate.

The analyzed programs can be described as heterogeneous also when it comes to the required language competences of participants at the beginning of the programs. Majoritarian, German competences on level B1 GER are demanded. But the overall language level can differ between A1 and B2 GER. Independent of the initial level of participants most programs integrate an explicit language learning part that can differ with respect to length and intention of the overall program between short term language crash modules up to comprehensive language courses of 320 hours (see figure 1).
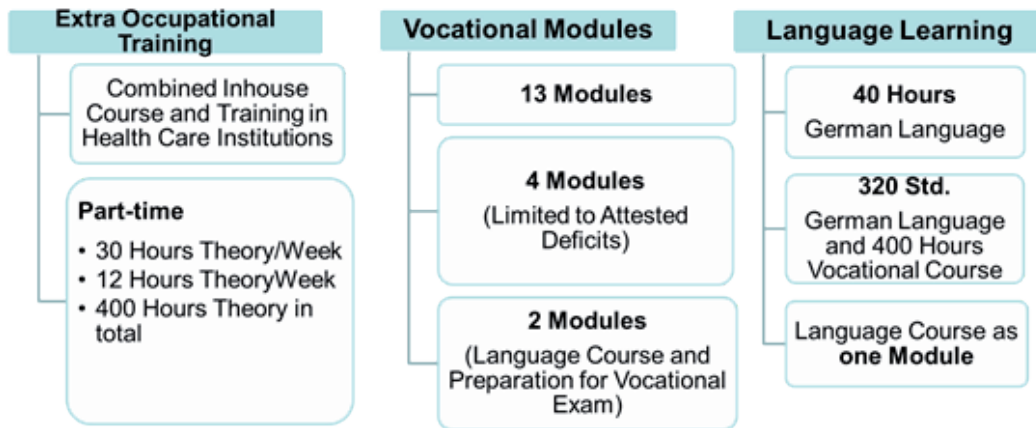
Figure 1. Exemplary structure of analysed qualification programs. **Source**: own figure

3.2 Content of the Qualification Programs

With respect to the structure of the qualification programs, the developing competences can be separated into theoretical knowledge, practical skills and professional language competences that are usually defined as German Language Skills on Level B2 GER (see figure 2).
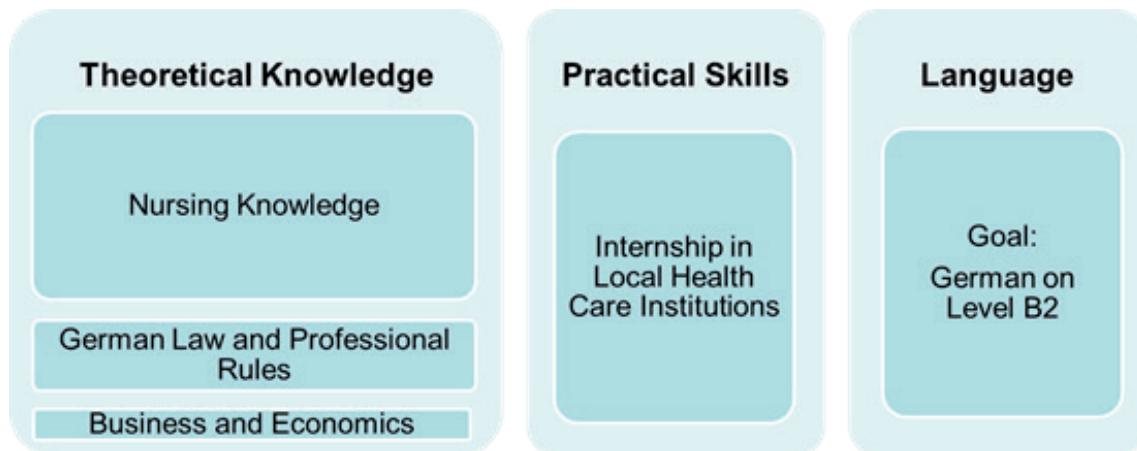

Figure 2. Content of the qualification programs. **Source**: own figure

3.3. Didactical Design of the Qualification Program

Altogether, the qualification programs are characterized by some common themes and structures but also a high heterogeneity when it comes to participants` pre-knowledge in vocational content and language skills. Trainers need to adopt their teaching to federal requirements, diverse participants but also intra-institutional specifics. In most of the analysed qualification programs different trainers train vocational competences and language competences. Only in few cases, first approaches of team teaching are checked out. This demonstrates that the idea of an IFSL is not established in the qualification programs.

Trainers are encouraged to plan their course setting more interactively but are reduced to traditional teacher-focusing methods in reality because of time limitations and complex content. Group work is often combined with presentations to train for final exam situations. Simulations to train communication and practical skills of participants is used additionally.

Connected to the traditional teacher focusing, methods are media such as handbooks and worksheets to transport as much as possible content in short time. Videos are used to demonstrate practical procedures in an effective way that brings the workplace and its requirements into the course setting. Relevant formats of text are especially linguistic difficult medical texts and complex workplace documents such as the nurse-planning sheet.

3.4. Formats of Final Exam in the Qualification Programs

When it comes to the formats of final exam, the concept analysis and interviews show an emphasis on assessment tests as a combination between a practical and oral audit. Concrete procedures differ with respect to the federal state. In the practical part, examinees need to simulate different central care situations. Additionally some of the programs include an explicit language test. Participants need to demonstrate their reading, speaking, writing and listening competences in real work life situations. This makes language competences necessary to transfer language to different contexts, persons and their language style. Real life situations also force participants to easily shift between spoken everyday language (BICS: basic interpersonal communicative skills) and cognitive academic language proficiency (CALP) as separated by CUMMINS (2008).

Corresponding to the legal regulations (see chapter 1 introduction) qualification institutions usually differ between participants from other European countries and third state nationalists. For European learners with no serious deficits in the legal assessment document the assessment within the qualification program can be reduced to a formal attendance confirmation. Third state nationalist usually need to undergo a comprehensive assessment procedure including all mentioned aspects of testing.

Preparation for the final exam is part of most of the qualification programs. Especially for interactive parts of the assessment tests learners need support. In addition, the nursing planning is part of the preparation process as it combines complex reading, writing and speaking activities following an anamnesis, documentation and conversations with colleagues or relatives.

3.5. Linguistic Requirements for Participants of the Qualification Programs

The results about the curricula, concepts, structure, content, didactical design and formats of formal exams in the analyzed qualification programs are highly interconnected with the linguistic requirements. They emphasize certain forms of language competences and determine the level and kind of way language competences need to be demonstrated by learners in course setting but also final exams.

All interviewees emphasize the relevance and demand of speaking and listening in the qualification programs. The inner course used formats of text require comprehensive reading competences most, followed by writing skills. Methods that are characteristic for trainer-learner interaction demands all forms of language competences with an emphasis on speaking and listening again. With respect to the final exam, all language competences need to be trained from the trainers` perspective.

In addition to these subjective impressions, the operators in curricula are an more objective and general significant indication for linguistic routines and language competences needed for a successful passing of the qualification program`s requirements.

Linguistic operators in the here used meaning are verbal expressions in the curricula (usually verbs) that initiative and control a certain kind of learners linguistic behavior as it is connected with the vocational content or media used (THÜRINGER INSTITUT FÜR LEHRERFORTBILDUNG, LEHRPLANENTWICKLUNG UND MEDIEN, 2005, p. 17). Based on the curricular analysis the ranking of linguistic operators can be defined connected to the vocational content in the qualification programs as seen in table 1.

Table 1. *Ranking of Linguistic Operators in the Analyzed Curricula/Concepts.*
Source: *own figure.*

Ranking of Importance (decreasing)	Operator
1	Describing
2	Documenting
3	Advicing
4	Instructing
5	Having conversations
6	Discussing
7	Passing on information
8	Communicating
9	Applying different conversational techniques
10	Verbalising
11	Drawing up cultivation and [...] maintenance plans (nursing planning)
12	Presenting
13	Informing
14	Supplying professional terms
15	Obtaining information
16	Explaining
17	Giving feedback

Assigning the operators to forms of language competences, speaking is the highest priority, followed by writing and listening. Reading is at the end. Nursing planning is he only format of text that is named directly in the curricula.

Comparing the curricular analysis with the interview results makes clear, that from both perspectives the international nurses require especially speaking competence. In contrast to the curricular analysis, writing is not giving enough attention in the qualification programs. Reading is more emphasized in the actual course setting than in the curricula. The results about the structure, content, didactical design and formats of formal exams in the analyzed qualification programs are also highly interconnected with the vocational and linguistic difficulties of the participants as well as the challenges on trainers` side.

3.6. Linguistic Challenges of the Programs` Participants

Participants of the qualification programs struggle especially with the particular professional/medical language. This is increased when bridging-languages such as Latin are missing (as most of the German expressions in this field are based on Latin).

Writing skills are also insufficient to manage complex professional documents (e.g. nursing planning) as they often need to be written in a way that is comprehensible to other professionals working in the field (such as physiotherapists and doctors).

Success of the participants is highly dependable of their competence to understand complex tasks or even case studies to apply their knowledge to real life situations in a stringent way. In contrast to this, most of the learners need support in comprehensive reading.

As professional presentations and simulations are part of the final exams learners, need to have profound communication skills on a professional level that even includes aspects of rhetoric. In reality, most of them lack the sufficient vocabulary to adopt their language to different professional situations without reducing to standard phrases. In addition, socio-linguistic competences are missing to interact with patients and colleagues in a way that follows social rules and norms adequately.

As most of the learners have been learning German in different languages courses, solidified linguistic errors are occurring as struggling aspect of course communication. Giving and taking feedback with respect to these, errors are sometimes embedded in intercultural conflictary situations between trainers and learners.

3.6 Challenges of the Programs' Vocational Trainers

The challenges of the vocational trainers are not reduced to the innovative approach of IFSL or the linguistic challenges of the participants but include also additional problems that can be summarized thematically using the following core categories:

- *Diversity of Participants*

This category connects to different aspects of participants` diversity. Interviewees emphasized the different mother languages, learning biographies and levels of professional pre-knowledge or practical experience. This makes an individual adjustment of teaching necessary to reach everyone on his/her personal level within one qualification program. Different language levels (sometimes from level A1 to B2 within one qualification program group) and the missing of "bridging languages" such as Latin in the former education system of some mother countries are named.

- *Learning Tradition of Participants*

The described formats of final exams in most of the qualification programs emphasize highly interactive formats of teaching to prepare learners for presentations, practical case studies and simulations. Otherwise, most of the interviewed trainers attest their learners no skills in problem-based, self-regulated learning or learning strategies. Especially academically influenced learning-biographies of participants are limited to trainer focusing learning, including memorizing of knowledge without embedding and transferring this into real life contexts. Their participants also confront trainers with an authoritarian ideal of trainers. Therefore, equal discussions between learners and trainers can be a new experience and needs to be trained.

- *Time Limitation*

The described language deficiencies and diversity of the learners emphasize the need of an individual content and language learning. Structure and time limits of the qualification programs complicate these didactical claims by giving trainers only a very limited time allocation to train the comprehensive content to learners. Especially complex and demanding competences such as writing skills for professional documents cannot be trained in the needed way. In addition, preparation for interactive methods in exam needs to be shortened to a few sessions because of time limits.

- *Cultural Differences*

Connected to the different cultural background of the participants are diverse point of views with respect to standards, routines, roles and duties as professional in the health care sector. Example of this are hygiene, communication with relatives and other professionals or lacking experiences and understanding of basic care skills (e.g. cleaning of patients) as part of professional behavior. This can be explained by the different professional education systems in the health care field in the originated countries, too.

4. Derived Conclusions and Implications for a Train-the-Trainer Program

The following described conclusions and implications are connected with descriptions of concrete implementation plans derived from these results.

4.1 Training Program`s Content

- *Modular competence portfolio*

Based on the multi-perspective assessment and analysis of challenges in the qualification programs the vocational trainers` training needs can be separated into two areas: A fundamental didactical knowledge and skills set in IFSL on the one side, and an understanding about socio-cultural aspects of teaching/learning in those qualification programs as it is driven by the diversity of participants on the other side. Both aspects must be addressed in a training program to adjust vocational training to the professional demands and learners from different countries. This might also help to understand learners` difficulties on the content level.

Skills portfolios for IFSL based teaching include different competences for both target groups. Vocational trainers need theoretical basics of language learning and elementary language learning methods, but also skills for diagnosis of language deficiencies of their learners. Language trainers need an understanding of the vocational knowledge and routines in the health care system.

- *Action oriented language promotion methods*

As vocational situations in health care are highly complex, corresponding comprehensive methods for language sensitive teaching (that address all forms of language competences in real situation) are necessary. This emphasizes the need of acquiring competences in action-oriented methods that combines the promotion of different languages competences around a vocational situation, such as scenarios.

- *Methods for internal differentiation*

Connected to the described diversity of participants, methods and competences for internal differentiation with respect to language and content are essential contents of a training program. Trainers must be able to adopt their methods to different occupational profiles, learning biographies/traditions and mother languages.

- *Intercultural awareness*

Because of the high cultural diversity of international nurses, an intercultural awareness must be supported to understand possible intercultural conflicts in the future workplace when it comes to communication and language.

- *Competences in Cooperation*

As IFSL is to be supported from both perspectives (language and content), forms of cooperation need to be established in the qualification organizations. Both groups of trainers need to be trained in realizing cooperative teaching (from common preparation up to implementation of courses). This includes a more sensitive awareness for the other perspective of language or vocational trainers.

Based on the conclusions a training program has been developed following the thematically structure as presented in figure 3.

Day 1	
Section 1	Own role as a trainer in IFSL: • Definitions and basics of IFSL • Forms of cooperation in IFSL • Most relevant vocational situations in the health care field and corresponding linguistic demands
Section 2	Designing a linguistic sensitive group discussion: • Methods for promoting listening an talking in class discussion • Role of the trainer`s use of language
Day 2	
Section 3	Dealing with Diversity: • Scaffolding as overall approach of internal differentiation • Methods of internal differentiation
Section 4	IFSL in practice: Promoting language competences connected to the vocational situation of "Nurse Planning" • Linguistic requirements connected with the situation of "Nurse planning" • Strategies of promoting vocabulary, reading, ,listening, writing and talking for this situation
Section 5	Transfer into Practice: • Preparation for individual coaching • Team building for individual coaching

Figure 3. Thematically Structure of the Trainings Program. **Source:** own figure

4.2 Training Program`s Didactical Structure

The analysis of the qualification programs and results of the interviews also imply relevant didactical strategies of training programs, to build on the linguistic demands and characteristic of participants.

- *Interdisciplinary approach*

Because of the two-perspective approach of IFSL, vocational and language trainers are supposed to be common target group of a training program to experience synergy effects for further cooperation. For a deeper cooperation between vocational and language trainers, interactive social methods are to be integrated that give possibilities of group works forms. In addition, simulations and tasks for self-reflection, interdisciplinary group work and discussion are used to establish a better understanding of the other perspective.

- *Inner differentiation*

Because of their different educational background and expertise, participating trainers might have various experiences with IFSL. Therefore, forms of inner differentiation in the workshop must be found. This is going to be realized by further documents and materials (booklet) given to the participants in advance of the workshop for building up a common knowledge base. In addition, discussions and tasks that address the different expertise of trainers will be used for a reciprocal learning within one format.

- *Practical transfer of knowledge and competences*

As analysed programs show a high diversity with respect to their content, structure, curricula and target groups, it is necessary to address the different situations of trainer working in the qualification programs. Therefore, within the workshop will be a continuous connection to material brought with by the participating trainers themselves. As a result, the transfer of the workshop content is supposed to be supported for every participating trainer.

The described content also demonstrate a high complexity of the knowledge and competences needed for IFSL. This makes the need for a comprehensive training approach transparent that also includes concrete training in the field. Therefore, the training program is going to be followed by a period of two to three months of individual coaching in the practical field. This includes the common planning and analysis of at least one lesson of every participating trainer together with a member of the project team as coaching part. Problems occurring during the practical experience of the learnt content will be documented in a questionnaire additional. A follow up meeting will ensure catching up with these problems as well as giving feedback to the developed course material of every participant. As preparation for this period section 5 in the training program will be used to introduce the individual coaching and to encourage participants to build up team that can work together also inter-institutional in the future.

5. Outlook

The described training program is going to be implemented in two different German cities in November 2016 and February 2017. Course resources allow eighteen participants for every implementation. An comprehensive evaluation will show effects with respect to formats of IFSL in qualification programs of participating trainers afterwards as well

as problems when realizing learnt strategies in their real courses. Results of this implementation and evaluation process will be published end of the project in December 2017.

Because of the important role of intercultural aspects connected with IFSL, additional training programs should be established. Exemplary contents are different role models and professional self-understandings. This could also lead to a more cultural sensitive care system for patients with migration background.

Trainers working in the qualification programs need to be financed in an adequate way. This includes the monetary consideration of a more complex preparation in the context of IFSL settings. For institutions, offering qualification programs the IFSL approach might remain as a desirable development only if monetary and temporary resources for preparation and course settings will remain as restrictive as now.

Additional and continuous support of international nurses at the workplace need to be established. This includes workshops for colleagues and supervisors, to design workplace procedures and communication in a more sensitive way to language deficiencies of migrant workers.

As job migration in the health care is characteristic for other European countries, results of the project are likely to be transferable to their qualification programs. Countries with no support and education system in this professional field so far, can learn about possible struggling issues connected with job market trainings of international nurses. The innovative aspect of the project demonstrates also first results that address the changing role and competences of trainers working in those qualification programs. This connects to political questions about the integration of migrant workers and national financed corresponding projects in European networks of Language Learning for the workplace, such as "Language for work".[3]

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3   More information: http://languageforwork.ecml.at/Home/tabid/3151/language/en-GB/Default.aspx

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