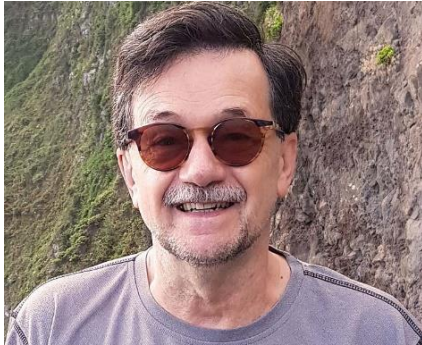


Milutin Michael NICKL, born 1948 in Hof/Saale, Bavaria, West-Germany; retired in 2013. Europaeus sum. I am of german & serboamerican origin.



Dr.phil. in Communication Sciences from the Ludwig-Maximilians-University of Munich in 1976: Speech Science, Mass Communication, and Political Science; Minors have been Instrumental Phonetics, Systems Philosophy, and Serbocroatian. Postdoc at the University of Chicago's *Interdepartmental Committee on Cognition and Communication* 1976/77, and in 1982. I am an eclectic pluralist preferring mixed methods research.

My expertise is in ***Applied Linguistics/German and Speech Communication*** with emphasis on ***Comparative Communication & Rhetoric***.

Teaching & Research in Munich, Nuremberg, Erlangen, Jena, Kiev, Sofia, Taipei, Amman/Mādabā; homepage <https://nickl.eu.com>: CEO ***minorespublishing*** by nickl.eu.com[®], europaforum.online. More: https://germanistenverzeichnis.phil.uni-erlangen.de/institutlisten/files/de/02100_de/2102_de.html

Teaching: Applied Linguistics, Communication, Rhetoric, Phonetics & Speech Analysis since 1978; additionally Journalism and Public communication (1988/89); Transnational German and Intercultural Communication (1984-2013); as well as topics on European political culture, foundations & history of human communication theory.

Research on speech communication analysis and German/lsp; on the rhetoric of parliamentary votes of No-Confidence in the German Reichstag and Bundestag (sponsored by a grant of the Friedrich-Ebert-Foundation); on concepts of sentence processing and speech comprehension related to communication theory, like 'diasynthetica' and 'communicabilitas' within a medieval scholastic framework confronted with current trends in performance grammar (supported by a grant from the Goerres Society); about historical and contemporary approaches in persuasion, on lingua franca dependency, about the biolinguistic paradigm, moreover on selected distinctions and relations between gender inherence and grammatical German gender. Not at least emphasizing actualization of Paideia/Παιδεία and coherentist Individualism, accepting the otherness of the others. I am against collectivist equalization and ideologically tempered social theories in Education.

Appointments abroad during 2003-13: Reader (Dozent), then Visiting Associate Prof. in *Applied Linguistics/German and Comparative Communication* at Sofia Univ. St.Kliment-Ochridski (Bulgaria). Visiting Prof. of *Applied Linguistics/German and German/lsp, Communication Studies, and Area Studies of the German speaking countries* at Kiev/KNLU (Ukraine) during 2005. Officially invited to (but didn't join): Assoc. Prof. "of *Applied Linguistics/German, Communication, Area Studies, and of Rhetoric (German, English, Latin)*" at the Ismail Humanistic State Univ. (UA). During 2006-2007: Visiting Prof. of *German* at Tamkang Univ.(Taipei/Taiwan). Herder-Dozent/Guest Prof. at the German-Jordanian University (Amman), Dept. of Languages/German at the AIMushaqar-Mādabā-Campus, 2012/13.

My first Online Conference attendance was in 2020: a plenary lecture via Zoom-Meeting in Kiev/UA.

M. Michael NICKL

A brief sketch of my goals and objectives in teaching Transnational German

Applied Linguistics, German as a Foreign Language, Comparative Communication with focus on colloquialism, German/IsP, and informal speech, as well as Reading & Research, Training of Scientific Methods & Evaluation Procedures, and not at least Creating & Refining German-related basic research studies. Aspects of **Interculturalism, democratic governance, federalism, journalism, parliamentary systems of German states, and Institutionalism of the German-speaking countries** are taught **with focus on administration, European relations, Law & Order, business environment & selected topics of European & German history.**

Preparing citizens to participate in the discourse of public affairs with practical training and metadiscourse on questions of communication issues, German language & speech, society & business environment, I use to keep these objectives:

Eclectic, experiential and hermeneutic approaches to cumulative and or selective **learning and doing research** by supporting language and pragmatic communication skills, traditional European ways of critical thinking and problem-solving needed for mid-career students, college graduates and postgraduates using qualitative, quantitative and appropriate metaanalytic procedures.

Training comparative communication competences and speech performance in colloquial German and German/IsP, as well as certain fields of applied methods, f.e. analyzing macroprosodic features by using the current available instrumental environment (Audacity, Praat, Samplitude, Soundcard Oscilloscope), and dealing with media genres and forms of written or digitized communication, correlating principles and methods to understand and explicate segmented features, time constraints, strings of argumentation or of symbolic patterns, speech communication and campaign strategies, and not at least by considering the cognitive bases of message production, comprehension, and social interaction.

More advanced endeavours are related to skills needed by adults and post/graduates as learners for transitions from school to work: combining and evaluating of information sources, esp. using the powerful global media technology, heterogeneity of methods applied, and interpreting about rhetorical communication, analysing public address topics, media policy, questions of intercultural and/or mass communication. And, complementary to intercultural and business topics or related to critical public issues some research activities may center around traditional european-mediterranean Paidèia.

Besides, rethinking about issues of current trends in German language word formation, phraseology, communication behaviors, public relations, the perceptions of interethnic & intercultural reality, institutions, intercultural communication, and of course questioning the educational impact of www-related instructional communication.

Teaching and Research of Transnational German Studies (TGS) related to Intercultural Communication is carried out in the reference field of certain lingua francas selected, and particularly related to International English. German as special language communication contains several interdisciplines and subdisciplines. Research and teaching of TGS/IC are aligned with lingua-franca communication of contemporary German as a polycentrally mixed language. The ways using Current German in terms of its Hypoform is evolving rapidly since radio broadcasting of the later 1920s. So-called Standard German, an institutionalized assumption generated and promulgated by some State Officials is by no means the predominant standard variety of all the German speaking populations. A one and only Standard German never existed within the German speaking communities. As a natural speechlanguage as well as a technical speechlanguage in economy and certain fields of peer-oriented interaction German is represented by various

connected levels, media genres, macrosegments, learning systems, phraseological forms, and online-communities. However, we are moving away from clearly demarcated arenas and levels separating the Canonical Form from the much more influential Hypoform. Transnational German Communication is related to European Studies, guided by empirical fact. A huge part of this TGS mission will be devoted to the production of an informed comparative global scholarship in Transnational German Communication and Culture. Our students are creative, intelligent and mobile enough to accept a thorough-going combination of these subjects. Thus, TGS shall become internationally attractive for graduates.

TGS contains technical communication, digitized and interpersonal media, intellectual, political, intercultural and economic communication in reference countries of applied linguistics and translation studies and not at least scientifically human communication research. Mainstreams and object areas of a German-speaking world literature as well as great Central European systematics and tradition roots. Multifaceted TGS implies **training of complementary methods**. Connecting TGS with science implies a bilingual Graduate TGS-Programme. Contributing to data collection and theory development; learning and communicating effectively in German for freshmen, intermediate and for advanced level non-native German speakers by extensive interactive experiential practice and by applying major methods used by doing research.

Pluralistic Objectives: The people who speak and understand German transnationally, their sound waves and brain waves, gaps and linkages, segmental phrase units, nonsegmental features and other sign complexes and underlying complex signals, like word groups in macroprosodic units, discriminating identifiable arguments, fragments, sentences, remarks, communication paragraphs, production and comprehension, i.e. observable and measurable empirical data, assignment capable data taken from speaker behavior.

Communication linguistics and phonostylistics of speakers, monologues and dialogue formats arranged in different media communication settings, data conglomerations and or mixtures of linguistic pragmatics and journalism, assignment capable sequences of movements, events and contexts of the interpersonal, mass media switched public communication are not less interesting events, speech performance of elite speakers, and within social communication settings. Research results generate contributions to correlative and eclectic knowledge. Transnational German as a european as well as a non-european lingua franca: the initial data come from these sectors of speechlanguage communication and segments of global rhetoric.

Three Essentials to be represented in TGS-research and teaching:

I. Bases and systematizations of human communication scientifically applied theory, international lingua-franca communication, speech and language communication theories and their different traditional roots, aspects of comparative communication pragmatics.

II. By access of experimental, correlative methods connecting and synthetic approaches of language communication research, interdisciplinary knowledge forms about human language communication, interference and cognition of lingua-franca languages, technical communication, performance grammar research, language politics and language planning.

III. Information-oriented and future-oriented aspects of TGS & Communication Studies: analysis of internationally dominant news, message flows and opinions published, change management in the area of teaching and studying concepts and support of organizational structures, mediated communication and dispute culture, education and cultural management, administrative and business communication, crossmedia communication, international journalism & rhetoric, organizational communication and public relations, not at least aspects of continuing education.

Abilities and skills connected with TGS & IC are professional abilities and skills relevant to international and global communication, also used and necessary in crossmedia communication as well as in human communication management.

Milutin Michael NICKL

Courses in

Applied Linguistics/German/Comparative Communication

Angewandte Linguistik / Deutsch als Fremd- & Fachsprache Methodentraining ★ Medien ★ Symbolkommunikation

BA-Level: Basismethoden, Sprachtraining, Vermittlungskunde

Grund-Modul Interkulturelles Gegenwartsdeutsch

Aufbau-Modul Interkulturelles Gegenwartsdeutsch

Artikulatorische und korrektive Satzphonetik (connected speech level)

Syntax, Segmentierung & Sentence Combining, Hervorhebungsformen, Textkohärenz

German/lsp / Deutsch als Fachsprache: Terminologie & Wortbildung
Dokumentsortenspezifik: vom Palimpsest zum Digitalisat

Medienkommunikation, Methodenspektrum, Online-Medien, Textpublizistik:
I. Referierende Darstellungsformen (Nachricht/Bericht)
II. Kommentierende/räsonierende Darstellungs- und Mischformen
III. Interviewformen, Moderation & Social Networking
IV. Musik und Text kombinierende Mischformate

Declamatoria / Evaluierungsfragen / Sprecherische Realisationen/Sprechübungen:
I: literarische und publizistische Kleinformen
II: Sprachwerke und Sprechhandlungen versch. Gattungen und Stile

Konversationstraining I II III IV stufenweise, Semester-orientiert

Analyse des interpersonal und interkulturell situierten Kommunikationsverhaltens

MA-Level: Methodentraining, Projektarbeiten, Seminar-Tableau

Mechanismen und Modelle menschlicher Kommunikationsverarbeitung
(message production, speechlanguage comprehension)

Lerngrammatik, Mischgrammatik (z.B. DUDEN-Grammatik),
Performanzgrammatik und empirische Sprachkommunikation

Datenerhebung, Segmentierung, Transkription und Zuordnung

Introduction to Comparative Communication and Intercultural Studies

Relationen und Normierungsfragen in der deutschsprachigen
Gesellschaftskommunikation: Integration, Dissoziierung, Einstellungsvarianten,
Fehlerkategorisierung, Polarisierung, Professionalität

Fallstudien-Forschung/Case study research versus Campaign Analysis und Policy
research. Was besagt Mikro-, Meso- und Makro-“ebene” analytisch gesehen?

Secondary research und Big Data: Metaanalytische Vorgehensweisen

Internationale/Interkulturelle Topics: Wie vergleichen? Wie evaluieren?
Welche Krieteriologie worauf angewandt? Vergleichende Inhalts- und Resonanzanalysen

Politische und soziale Kommunikation deutschsprachiger Länder

Musikkulturen und Mentalitätsprobleme in der Medienkommunikation

Deutschsprachige Länder & Volksgruppen in der internationalen Kommunikation:
Tendenzen der Berichterstattung, Selektionskriterien, Themenkarrieren,
Deutsch im interkulturellen Disput: Begriffs-, Ideologie-, Propagandageschichte

Current Affairs, Cultural Identities, Campaign Analysis: Mediarhetorical
& speech communication approaches to central european communities

Öffentlichkeitsarbeit/Public Relations: Redaktions- und Projektmanagement

Rollenvariabilität, Rezipientenerwartungen, psychosoziale Persuasionsprozesse.
Welche methodischen Probleme sind bearbeitbar und werden wie gelöst?

Eigenes/Fremdes: Konfliktpotenziale Verständigungshorizonte Wirkungsaspekte

Colloquium on Current Trends in Transnational German and Communication

Topics einiger exemplarischer Lehrveranstaltungen:

BA-German, 1.Studienjahr: **Phonetik und Sprachperformanz:**

artikulatorische und **normativ-korrektive Phonetik; Satzphonetik, Silbenphonetik, Wortphonetik, reproduktives Textsprechen, Statements** und **Übungen zur rhetorischen Interaktion**. Informationen über erforschbare und darstellbare Empirien, Objektbereiche, Teildisziplinen, Termini, einige phonetische, performanzbezogene, linguistisch-kommunikationswissenschaftliche Grundannahmen. Theorieabhängigkeit dieser Aussagen und Befunde.

3.Studienjahr **Journalistische Darstellungsformen und Wirkungsaspekte:**

mit mündlichen Präsentationen/Referaten der Studierenden.

Als kleinste journalistische Einheit gilt: *die Nachricht*. Wieso nicht ein „Satz“? **Internationale Nachrichten, Berichte, Statements, Kommentare und Mischformen, Social Media und Themenkarrieren im Bezug zu Brennpunkten und Regionen**. Einige „klassische“ **Ansätze und Kernfragen der Wirkungsforschung**: z.B. **Agenda Setting – Thematisierungsfunktion, Kognitive Dissonanz, Mediennutzungsmuster, Wissenskluft-Hypothese, Uses & Gratifications/Nutzen & Belohnung, selektive Zuwendung, umstrittene Rolle von Gewaltdarstellungen, Schweigespirale. Polls Industry. Folgen sich verändernder Medienrezeption und Mediennutzung.**

MA-German, 1.Studienjahr: **learning by doing research:**

Linguistik-Seminar mit ausgearbeiteten Beiträgen/Referaten der Studierenden. Zentrale Einheit: die segmentierbare Äußerung, der Satz, die satzwertige Einheit. Beschreibende, normativ-präskriptive Linguistik, interkulturell interessierte und interpretierende, etwas wissenschaftlich erklären wollende Linguistik. Gegenstandsbereiche: Sprache als Sprachbau und Struktur, Sprache als Prozess und Verstehensprodukt. Sprache im Individuum. Sprache in der Gesellschaft. Kommunikations- und sprachwissenschaftliche Teildisziplinen, Empirien und Realsystematik, Grammatik-Teile und Grammatik-Auffassungen, Morphologie, Wortklassenkonstitution, Wortbildung, Semantik, Psycholinguistik (Sprachproduktion, Sprachverstehen, Sprachentwicklungsphasen, Sprachabbau), Audiometrie und Sprachsignalanalyse (experimentelle Session, falls arrangierbar), funktional-kommunikative Syntax-Aspekte und Textlinguistik.

Anforderungen an Didaktik/Methodik und Instructional Business.

Welche Methoden wenden Linguistik & Comparative Communication im Rahmen welcher Untersuchungsdesigns an? Welche methodischen Probleme werden operational wie gelöst? Warum sind Transfersprachen und Verkehrssprachen notwendig? Gegenwartsdeutsch als polyzentrische Mischsprache, transnationale Transfersprache und Websprache. Linguistik als Teil der German Studies & Communication Sciences. Angewandte Linguistik des Gegenwartsdeutschen als empirische Humankommunikationswissenschaft.

MA-German, 2.Studjahr

Kultur und Sozialkommunikation in deutschsprachigen Ländern

Übungsblock mit div. Wiederholungen aus vorherigen Semestern

Kommunikations- und Kommunikator-Training/Kommunikationspädagogik:

Sprachpragmatik und Soziolinguistik des Gegenwartsdeutschen

Ausgewählte medienspezifische Argumentations- und Darstellungsformen

Interviewformen und Interviewtraining

Gesprächserziehung, Gesprächsführung, Rhetoriktraining, Streitkultur

Umgang mit Datenbanken, Recherchieren, Datenschutz, Lernsoftware

Moderation, Mediation, Management

Informationsmanagement, Datenschutz und Information broking

Unternehmenspublizistik, Werbung und Wirtschaftsberichterstattung

Grundrechtskatalog, Grundpflichten, Verfassungsstaatlichkeit in Deutschland

Föderatives politisches System und Parlamentarismus

Institutionenlehre: Bund, Länder, Organe, Behörden, Organisationskommunikation

Deutschland in der EU: Interkulturelle und Sozialkommunikation, Strukturen, Institutionen, Integrationsaspekte, Entwicklungstendenzen und Perspektiven, EU und NAFTA/USMCA

Mediensystem im Bezug zur **Politischen Kommunikation**: Machtstrukturen, Medienrechtsrahmen, Programme, Nutzung regionaler & überregionaler Medien
Medienrepertoires und variierende Nutzungsmuster

Medienkommunikation in der Mezzoforte-Gesellschaft:

Bevölkerung, Milieus, Sozialstruktur, Werte-Wandel, arm und reich, Familien, Singles,

andere Lebensformen, Kommunikationsprobleme zwischen Institutionen und Bürgern,

Alters- und Kohorteneffekte. Dissoziierung und Reintegrationsoptionen.

Interpersonale Kommunikation und Sozialkompetenz

Emotion, Kognition, Meinungsbildung, Persuasion

Basismechanismen menschlicher Kommunikations- & Sprachverarbeitung

Kommunikationsstörungen, insb. Hör-, Stimm-, Sprach- und Sprechstörungen

Arbeitsmarkt, Arbeitsrecht, Personalpolitik und Sozialpolitik

Bildungspolitik, Bildungserfahrung, Beanspruchung, Belastung und Burnout

Politische Ideen, Bewegungen, Ideologien, Propaganda, Pervertierungstendenzen

Ethik, Frieden und Toleranz contra Extremismus, Xenophobie und Terrorismus