

MASTERARBEIT | MASTER'S THESIS

Titel | Title

“The impact of machine translation on the quality of audiovisual translation with a specific focus on gender-neutral language from English into Romanian and German”

verfasst von | submitted by
Dora-Lucia Lazar BA

angestrebter akademischer Grad | in partial fulfilment of the requirements for the degree of
Master of Arts (MA)

Wien | Vienna, 2026

Studienkennzahl lt. Studienblatt | Degree
programme code as it appears on the
student record sheet:

UA 070 331 354

Studienrichtung lt. Studienblatt | Degree
programme as it appears on the student
record sheet:

Masterstudium Translation Deutsch Rumänisch

Betreut von | Supervisor:

Univ.-Prof. Dragos Ioan Ciobanu PhD

Preface

Over time, technologies such as machine translation have emerged, developed, and, to a certain extent, begun to reshape the fields of translation and interpreting. This ongoing evolution and the shifts it has brought with it are what inspired this master's thesis. Remarkable progress has been made in all fields of translation. This thesis focuses specifically on audiovisual translation from English into Romanian and German. I made this choice deliberately because of the many challenging and interesting factors that can affect the quality of both machine and human translation results. Among these, the use of gender-neutral language and inclusive expressions is gaining more attention in current academic and social discourse. English, as a natural gender language, expresses gender more flexibly than Romanian and German, which are grammatical gender languages and require extensive linguistic adaptations. This is considered a current challenge and limitation in automated and human translation and will be addressed in this paper.

My interest in this field has increased during the master's seminar by Univ.-Prof. Dragoș Ioan Ciobanu, PhD, who has supported me and given me very useful and insightful advice. I want to express my gratitude for his patience, competence, professionalism, and respectful way of teaching and motivating his students. I am also thankful for his support in facilitating my research and connecting me with Cristina Nicolae, PhD, the reviewer of my TED Talks audiovisual translation. I would equally like to thank her for taking the time to explain how TED Talks work, for offering help whenever I might need it, and for the time she invested in my project.

Last but not least, I would like to thank my family. The one who had to be very patient with me and adjust to my schedule was my daughter, to whom I dedicate this master's thesis. I want to thank my mother and sister for motivating me and for not letting me give up. My friends were also a significant source of support during these challenging times, and I would like to extend my gratitude to them for uplifting my spirit.

Abstract (English)

This paper examined the impact of machine translation on the quality of automated subtitle output compared with human translation. A dedicated focus was placed on gender-neutral language, a topic that has recently gained attention and attracted research interest.

In recent years, gender-neutral language has emerged and been requested by various official national and international bodies and social communities for use in everyday communication, so that all individuals are addressed equally. Gender-neutral language presents a great challenge for automated translation, especially in audiovisual settings and for translators alike. This topic requires dedicated research, the establishment of new norms, and the training of neural machine translation systems on adequate texts.

The languages involved, English, Romanian, and German, present different levels of acceptance, implementation, grammar and strategies regarding inclusive terminology. This master's thesis aims to help bridge gaps in the search for strategies to facilitate the adoption of gender-neutral language in audiovisual translation. To achieve this goal, the FAR model by Pedersen (Pedersen 2017) and the EU MQM¹ metrics were combined to build a gold standard and to assess the quality of automated and human-subtitle translations, with a focus on the strategies used to express inclusivity.

The results of this project showed that machine translation has a decisive impact on the quality of translation outputs. It needs to be trained to produce texts that respect gender neutrality and meet subtitle requirements. As of now, machine translation can be considered a helpful tool for creative human translators, but not a replacement.

¹ <https://themqm.org/>

Abstract (German)

Diese Masterarbeit untersucht den Einfluss der maschinellen Übersetzung auf die Qualität von Untertiteln, die sowohl manuell als auch maschinell erstellt wurden. Die gesamte Untersuchung hat dabei einen besonderen Schwerpunkt: die Anwendung geschlechtsneutraler Sprache, da dieses Thema in den letzten Jahren an Bedeutung gewonnen hat.

Aufgrund der jüngsten Entwicklungen wird die aktive Verwendung geschlechtsneutraler Sprache in der täglichen Kommunikation seitens internationaler Behörden und sozialer Gruppierungen zunehmend gefordert. Doch die geschlechtsneutralen Formulierungen stellen die maschinellen Übersetzungssysteme vor immensen Herausforderungen, insbesondere im audiovisuellen Bereich, etwa bei der Untertitelung. Gleichmaßen werden die Übersetzer:innen herausgefordert, denn die geschlechtsneutrale Sprache erfordert Recherche, den Mut zur Entscheidung für eine bestimmte gendergerechte Strategie, die Reform der Sprache durch die Implementierung neuer sprachlicher Regeln sowie nicht zuletzt das Trainieren der Maschine mit adäquat geschlechtsneutral formulierten Texten.

Englisch, Rumänisch und Deutsch wurden in der Studie als meine Arbeitssprachen verwendet. Sie weisen Unterschiede in der Akzeptanz, der Grammatik und der Implementierung inklusiver Sprachstrategien auf. Ziel dieser Masterarbeit ist es daher, anhand der enthaltenen Untersuchungen bestehende Lücken zu identifizieren und die Qualität von Untertiteln in der audiovisuellen Übersetzung unter Berücksichtigung geschlechtsneutraler Sprache zu analysieren. Um dieses Ziel zu erreichen, wurde ein eigenes Qualitätsevaluierungsmodell auf Basis des FAR-Modells von Pedersen sowie des von der EU entwickelten MQM-Modells. Mithilfe dieses neu geschaffenen „Goldstandard-Modells“ wird die Qualität der maschinell übersetzten und der von Übersetzer:innen produzierten Untertitel untersucht und dabei auf gendergerechte Formulierungen geachtet.

Die Ergebnisse dieser Studie haben gezeigt, dass maschinelle Übersetzung einen erheblichen Einfluss auf die Übersetzungsqualität von Untertiteln hat. Dabei kam auch zum Vorschein, dass die maschinellen Übersetzungssysteme Training bedürfen, damit genderfreie Texte bzw. Untertitel produzieren. Aus heutiger Sicht lässt sich sagen, dass die maschinelle Übersetzung eine nützliche Unterstützung für Übersetzer:innen ist, jedoch keinen Ersatz darstellt.

Table of Contents

Preface	1
Abstract (English)	2
Abstract (German)	3
List of Figures	7
List of Tables	8
1. Introduction and motivation	9
1.1. Machine translation as a threat versus a solution	9
2. Literature review	11
2.1. Audiovisual translation and its modalities	11
2.1.1. Dubbing	13
2.1.2. Subtitling	15
2.1.3. Subtitling for the deaf or hearing-impaired	17
2.1.4. Voice-over	18
2.1.5. Audio description for the blind and visually impaired	18
2.2. Developments in machine translation for audiovisual content	19
2.3. Statistics and future trends	22
2.4. Linguistic Background	27
2.4.1. Gender related key terms and definitions	30
2.4.2. Gender neutrality in translation	31
2.4.3. Strategies for gender-fair language in translation	32
2.4.4. Gender Bias in Audiovisual Machine Translation	40
2.5. TED Talks	41
3. Quality assessment	42
3.1. FAR Model	42
3.2. Multidimensional Quality Metrics (MQM)	46
3.3. Gold-Standard Quality Metrics	47

4. Research question and methodology	49
4.1. Subject of investigation	51
4.2. Participant translators	52
4.3. Questionnaire	52
5. Analysis of Romanian and German translations	53
5.1. Functional Equivalence Errors	54
5.1.1. Undertranslation	54
5.1.2. Untranslated	56
5.1.3. Mistranslation	57
5.1.4. Semantic errors	58
5.1.5. Wrong term	60
5.1.6. Applied gender-neutral strategies	62
5.2. Acceptability Errors	67
5.2.1. Grammar errors	67
5.3. Readability Errors	70
5.3.1. Segmentation, reading speed and line length	70
6. Findings	71
6.1. Evaluation tables by translations	71
6.2. Evaluation findings	82
6.3. Feedback on the use of gender-neutral strategies	84
7. Discussion	85
8. Limitations and Recommendations	86
8.1. Limitations	86
8.2. Recommendations for future work	87
9. Conclusion	87
1. References	90
Appendix	99

1. Translators' profiles.....	99
2. Instructions to translators	99
4. Results of the questionnaire on GNL in audiovisual translation	103
5. Automatic translation by CaptionHub English – German.....	106
6. Automatic translation by CaptionHub English – Romanian	119
7. Human Translation HT 5 EN – DE (access to CaptionHub)	135
8. Human Translation HT 5 EN – RO (access to CaptionHub).....	145
9. Human Translation HT 1 EN – DE (no access to CaptionHub)	154
10. Human Translation HT 2 EN – RO (no access to CaptionHub).....	161
11. Human Translation HT 3 EN – DE (no access to CaptionHub)	169
12. Human Translation HT 4 EN – RO (no access to CaptionHub).....	177

List of Figures

FIGURE 1: MAP OF LANGUAGE TRANSFER PRACTICES IN TELEVISION(SAFAR ET AL. 2011: 9)	12
FIGURE 2: MAP OF LANGUAGE TRANSFER PRACTICES IN CINEMA(SAFAR ET AL. 2011: 6).....	13
FIGURE 3 SURVEYS GTS TRANSLATION SERVICES VS. ACOLAD (2025).....	24
FIGURE 4: TRENDS IN MT AND AI USE (EUATC 2025: 34)	25
FIGURE 5: LATEST TRENDS OF MT AND AI USE (EUATC 2026: 32).....	25
FIGURE 6: TRENDS IN COMPANY CULTURE 2026	26
FIGURE 7: COMMITMENT TO DIVERSITY ACROSS EMPLOYERS (EUATC 2026: 29)	27
FIGURE 8: STRATEGIES FOR GENDER-FAIR LANGUAGE IN GERMAN (LARDELLI & GROMANN 2023B)....	33
FIGURE 9 THE FAR MODEL ACCORDING TO PEDERSEN 2017 (HAGSTRÖM & PEDERSEN 2022: 212)	45
FIGURE 10: THE SEVEN MAIN ERROR DIMENSIONS ACCORDING TO (MQM 2026).....	47
FIGURE 11 GOLD STANDARD METRIC DRAWN FROM FAR MODEL AND MQM FRAMEWORK.....	49
FIGURE 12: VIDEO OF THE INVESTIGATION ON TED TALKS (MAXCEY 2026)	52
FIGURE 13: SEGMENTATION AND TRUNCATION LABELLED ACC. TO CAPTIONHUB	70
FIGURE 14: EVALUATION MACHINE TRANSLATION RO	72
FIGURE 15: EVALUATION MACHINE TRANSLATION DE	75
FIGURE 16: EVALUATION HUMAN TRANSLATION HT 1 DE	76
FIGURE 17: EVALUATION HUMAN TRANSLATION HT 3 DE	77
FIGURE 18: EVALUATION HUMAN TRANSLATION HT 5 DE	78
FIGURE 19: EVALUATION HUMAN TRANSLATION HT 2 RO	79
FIGURE 20: EVALUATION HUMAN TRANSLATION HT 4 RO	80
FIGURE 21: EVALUATION HUMAN TRANSLATION HT 5 RO	81
FIGURE 23: ROMANIAN SUBTITLING APPROVED ON TED TALKS BY CRISTINA NICOLAE, PHD	83
FIGURE 24: PUBLISHED VIDEO WITH ROMANIAN SUBTITLES ON YOUTUBE.....	83

List of Tables

TABLE 1: GENDER KEY TERMS (EUROPEAN COMMISSION DIRECTORATE-GENERAL FOR JUSTICE AND CONSUMERS 2020: 10)	30
TABLE 2: GENDER-FREE PERSONAL PRONOUNS ACCORDING TO NONA-SYSTEM (NOAH & JONA 2026)	33
TABLE 3: GENDER-FREE DEFINITE ARTICLE ACCORDING TO NONA-SYSTEM (NOAH & JONA 2026)	34
TABLE 4: GENDER-FREE DEMONSTRATIVE PRONOUNS ACCORDING TO NONA-SYSTEM (NOAH & JONA 2026)	34
TABLE 5: GENDER-FREE RELATIVE PRONOUNS ACCORDING TO NONA-SYSTEM (NOAH & JONA 2026) ..	34
TABLE 6: GENDER-FREE INDEFINITE ARTICLES AND PRONOUNS ACCORDING TO NONA-SYSTEM (NOAH & JONA 2026)	35
TABLE 7: SUGGESTIONS OF GENDER-FREE COMPOSITIONS ACCORDING TO NONA-SYSTEM (NOAH & JONA 2026)	36
TABLE 8: GENDER-FREE PERSONAL AND RELATIVE PRONOUNS ACCORDING TO HEGER (HEGER 2020)	36
TABLE 9: GENDER-FREE STRATEGY WITH -ENS (HORNSCHEIDT & SAMMLA 2021: 57)	37
TABLE 10: THE FOUR GRAMMATICAL GENDERS ACCORDING TO SYLVAIN-SYSTEM (SYLVAIN & BALZER 2008: 42)	38

1. Introduction and motivation

Since the 1950s, machine translation has achieved multiple milestones. Many scholars have studied its influence on translation, illustrating the technology's rapid and continuous evolution. The 1980s marked the Golden Age for the subtitling industry, as the rise of cable and satellite TV increased its visibility. Technological innovations continued in the 1990s with the introduction of DVDs, which opened new markets and increased demand for subtitling, dubbing, voice-over, audio description and subtitling for the deaf and hard of hearing. As a result, markets have expanded, and the demand for audiovisual translation (AVT) grew rapidly (Bywood et al. 2017: 493).

1.1. Machine translation as a threat versus a solution

It turns out that audiovisual translation (AVT) has become a fundamental necessity in the 21st century, and machine translation is considered an ideal solution to meet the high demand for translations worldwide (Burchardt et al. 2016: 1). To keep pace with market needs, machine translation has undergone rapid development, with a focus on improving quality. From a rule-based approach relying on dictionaries and grammatical rules to the neural machine translation based on context, machine translation has indeed helped to increase the quality of automated production (Nakamura 2025).² It is expected that this improvement in quality will indeed be provided by the neural machine translation systems, which will be trained to achieve correct translations (Bahdanau et al. 2016: 1).

These improvements raise doubts, as some see machine translation as a threat, fearing replacement by a multitude of applications, while others consider it a solution or a “useful tool” (Bywood et al. 2017: 502). Nakamura (2025) points out the indispensable role of human translators, despite the fact that artificial intelligence is considered a “bigger threat” than machine translation (EUATC 2024: 37). However, technologies such as machine translation (MT) cannot replace human translators yet, due to limitations in handling cultural context, specialised terminology, emotional tone, and style; all of which remain core strengths of human translators. Another factor affecting the success of machine translation systems is the language pair, as performance varies significantly across different language combinations (Nakamura, 2025). As the volume of content increases and immediate access to it is expected, translation quality varies with the importance awarded to certain content. If the translation addresses a specific target audience for whom quality can have a vital financial or health

² [The Role of Human Translators in the Age of AI and Machine Translation - Globibo Blog](#)

impact, quality must be a top priority, and talented human translators must be involved (Nakamura 2025). This observation is also supported by the (EUATC 2025: 21)³. The same report highlights significant challenges in the language industry and underscores the need for specialisation, particularly in areas such as “standard industrial post-editing” and “high quality human translation”, which will be increasingly required (EUATC 2025: 21). Translators are called to “work with the newly-available technologies rather than compete against them” (Ciobanu & Secară 2019: 102). Specialisation and acceptance of new developed technologies will strengthen the position and visibility of translators and will help extend their range of services (Ciobanu & Secară 2019: 102).

Developments in automated and audiovisual translation have been well supported and documented. These advancements bring other issues to researchers' attention. One of the latest demands comes from the European Union. Since 2008, the European Union and other official international institutions and organisations have begun adopting guidelines on gender-neutral language and demanding the visibility of all individuals and equal, non-discriminatory treatment and communication for all (European Parliament 2018: 6). As a result, research on gender-neutral language in machine translation, particularly in the audiovisual domain, has found resonance within the academic community. Yet a gap persists across languages. That gap can be considered an opportunity for translators and researchers alike.

This study investigates how machine translation affects translation quality, particularly how it handles gender-neutral terminology in audiovisual settings across English, Romanian, and German, and compares the results with those produced by human translators on the same subject. It aims to assess the quality of machine- and human-translated subtitles when inclusive, non-discriminatory language is required in audiovisual contexts, identify challenges, compare subtitle quality between automated and human translation, and outline the limitations of both machines and humans.

This thesis also presents statistics on the use of machine translation and artificial intelligence by professionals, offering a preview of the possible future for translation technologies and translators. It reviews the existing literature on audiovisual translation, provides linguistic background on the languages involved, clarifies how gender is represented in those languages, and, based on current research, describes strategies for implementing gender-neutral terminology in Romanian and German. It then presents the

³ [EUROPEAN LANGUAGE INDUSTRY SURVEY 2025](#)

methodology, including the tools used, and follows with a discussion of the findings. Finally, the limitations encountered are explained, and recommendations for future work are provided.

2. Literature review

This chapter first refers to audiovisual modalities and their definitions, followed by a description of developments and studies in the subtitling domain. Based on the current developments, a brief overview of past and current statistics will follow, accompanied by future expectations. It will continue with the linguistic background of the languages involved in the project, with reference to gender representation. A specific focus will be placed on the currently implemented gender-neutral solutions and the current trends in the languages involved regarding gender inclusivity. A brief reference to the TED Talk platform will round out this chapter.

2.1. Audiovisual translation and its modalities

Audiovisual translation (AVT) is not only a multitude of methods and practices, but a diverse mixture of “academic discipline and professional activity that involves the localization of audiovisual media content by means of different translation practices and [...] and the quintessential means of communication in the new millennium” (Díaz-Cintas 2019: 2).

AVT has become one of the most widely used accessibility features. In the past, when speaking about accessibility, the first thought was of disabled people's access to transport, buildings, and cultural venues. This landscape has transformed dramatically: accessibility has expanded and advanced to a key role in technology, services and audiovisual products, benefiting everyone regardless of “where they live, their level of experience, their physical and mental capacity, or the configuration of their computer” (Gambier 2006: 94). These developments hint at the origins of audiovisual translation. AVT first emerged in the early 1920s with the screening of the first talking film on television, introducing a significant new issue: the need for cross-language accessibility (Chiaro 2009: 141). However, audiovisual translation became a part of academic research in the early 1970s (Díaz-Cintas & Szarkowska 2020: 3). Audiovisual formats have since achieved the status of one of the most crucial communication tools, undergoing significant evolution (Díaz-Cintas & Szarkowska 2020: 3). Indeed, shifting viewing habits and technological advances now deliver content directly to smartphones, tablets and other devices, irrespective of users' location (Nikolic & Bywood 2021: 51).

Audiovisual translation is one of several overlapping umbrella terms that include ‘media translation’, ‘multimedia translation’, ‘multimodal translation’ and ‘screen translation’. These different terms all set out to cover the interlingual transfer of verbal language when it is transmitted and accessed visually and acoustically, usually, but not necessarily, through some kind of electronic device. (Chiaro 2009: 141)

Subtitling, dubbing, voice-over, self-description for blind and sight-impaired audiences, and subtitling for the deaf or hard of hearing represent the modalities of audiovisual translation (Safar et al. 2011: 6). Research reveals distinct regional practices across European Union member states regarding AVT. Chiaro (2009) assigns the UK, Benelux, Scandinavian countries, Greece and Portugal to the “subtitling nations” and France, Italy, Germany, Spain and also Austria “dubbing nations” with (Chiaro 2009: 143). Romania predominantly employs subtitling across cinema and television, which would make it also a “subtitling nation” (Safar et al. 2011: 9). In German-speaking countries, including parts of Switzerland, subtitling prevails in cinemas, whereas dubbing dominates in Germany, Austria, and the rest of Switzerland (Safar et al. 2011: 7). Ultimately, dubbing and subtitling remain the most prevalent methods for audiovisual content (Chiaro 2009: 141).

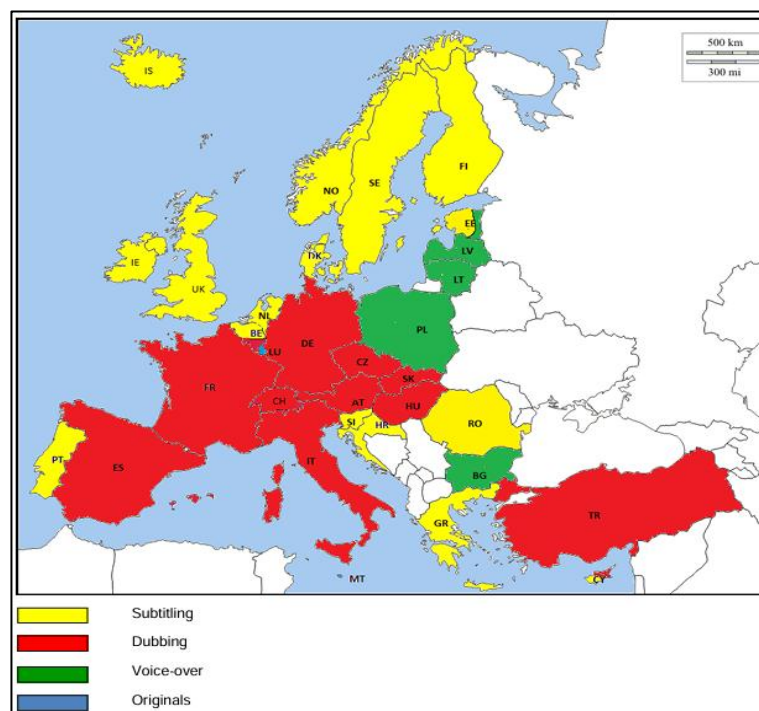


Figure 1: Map of language transfer practices in television (Safar et al. 2011: 9)

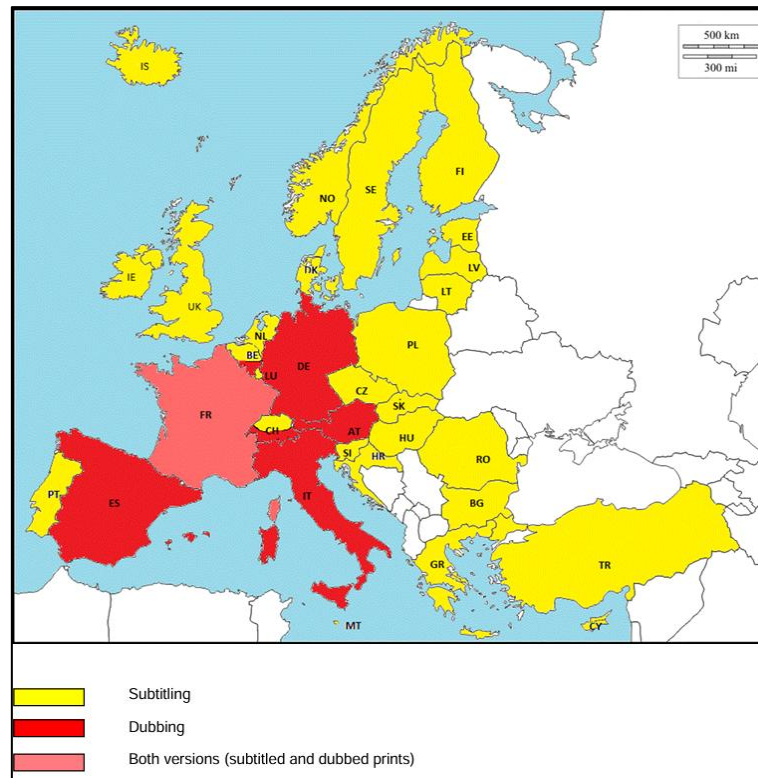


Figure 2: Map of language transfer practices in cinema (*Safar et al. 2011: 6*)

2.1.1. Dubbing

Dubbing emerged as one of the earliest audiovisual translation modes in the 1920s, when the first talking films required adaptation for foreign audiences. During this period, subtitling became unpopular due to factors such as low literacy rates, audience disinterest in foreign languages, and economic considerations (Chaume 2013: 288). A significant technical milestone occurred when lip-sync dubbing arrived in Europe around 1936 (Luyken et al. 1991: 31). Since then, technological advances have accelerated its evolution, leading to the widespread adoption of dubbing, even in traditionally subtitling-dominant countries, for localising video games, commercials, and blockbuster dialogue. As a result, audiences can now select their preferred AVT mode, which demonstrates greater flexibility (Chaume 2013: 288). “Dubbing is a process which uses the acoustic channel for translational purposes [...]” (Chiaro 2009: 141). Its target is to give the audience the feeling that the protagonists are speaking the same language (Díaz-Cintas 2019: 4). There are four key steps in the traditional dubbing process: translating the script, adapting it to sound and lip movement, recording the translation with actors, and mixing it into the original. These stages involve numerous

participants and technologies, yet remain notably time-consuming (Chiaro 2009: 145). In defining this complex process (Luyken et al. 1991) provided a foundational definition that has served as an orientation for other researchers, as Chiaro (Chiaro 2009: 144) refers to as well:

Oral Language Transfer falls into two categories: revoicing and dubbing. 'Revoicing' is more common in television than film and may be done live while the programme is being transmitted. It may be either a "voice-over", "narration" or "free commentary". "Dubbing" is the colloquial term used to describe "lip-synchronized" or "lip-sync dubbing", which is the replacement of the original speech by a voice track with attempts to follow as closely as possible the timing, phrasing and lip movements of the original dialogue. It is quite common, however, to use the term "revoicing" to refer generally to all methods of oral Language Transfer, including lip-sync dubbing. (Luyken et al. 1991: 31)

Nevertheless, technological advancements are transforming this field by streamlining or even replacing specific steps, thereby reducing costs and time. Digital tools, for instance, save time during recording and can eliminate the need for actor cooperation altogether (Chiaro 2009: 146). Furthermore, new technologies enable adjustments to lip synchronisation to enhance speech quality. Despite claims of cost-effectiveness, the quality of automated dubbing has not yet been firmly established compared to that of products produced through the classical dubbing process (Chiaro 2009: 147). Examining regional practices reveals significant variation in dubbing approaches. In German-speaking countries, for example, practices vary considerably. Austria typically imports dubbed television programmes from Germany and exports its own content via voice-over, narration, or subtitling. In contrast, Germany dubs and subtitles 65% of its imported English-language programmes (Luyken et al. 1991: 32). It should be noted that these figures were compiled in 1991 by Luyken and are likely to have changed due to technological developments and digitisation. Germany is known as one of the countries with the highest quality in the European dubbing industry (Luyken et al. 1991: 34). Large markets like Germany favour dubbing as a form of translation of the languages spoken in movies, "so that actors are speaking the local language". It is said that smaller markets often rely on subtitles (Volk 2008: 203), although this appears to contradict the report by (Safar et al. 2011: 23), which shows that smaller countries adopt language-transfer practices from larger neighbouring countries, such as Germany and Austria. This discrepancy may suggest that economic factors and market size play a more decisive role than geographical proximity in determining AVT modes.

2.1.2. Subtitling

“[S]ubtitling is visual and involves a written translation that is superimposed onto the screen” (Chiaro 2009: 141) and evolved from “intertitles’ used to express dialogue in the silent movies” (Luyken et al. 1991: 31). As Díaz Cintas points out, subtitling constitutes the modality of audiovisual translation most widely used due to its speed and cost-effectiveness, despite the challenges emerging from the visual elements, such as images, written text and gestures, as well as audio factors, such as music, noise, and dialogue (Díaz Cintas 2010: 344).

Subtitles are condensed written translations of original dialogue which appear as lines of text, usually positioned towards the foot of the screen. Subtitles appear and disappear to coincide in time with the corresponding portion of the original dialogue and are almost always added to the screen image at a later date as a post-production activity. By contrast “caption” is a term used to describe on-screen textual information usually inserted by the programme maker to identify names, places or dates relevant to the story line. (Luyken et al. 1991: 31)

However, the subtitling process involves a combination of strategies, as Chiaro mentions Antonini’s strategies used by translators, such as “elimination, rendering and simplification” (Chiaro 2009: 148). Elimination involves leaving out parts such as “hesitations, false starts, [and] redundancies,” as well as information conveyed by the visuals. Similarly, rendering involves the elimination of “slang, dialect and taboo language” and the simplification focuses on the “condensation [...] and fragmentation of the original syntax to promote comfortable reading” (Chiaro 2009: 148). Díaz Cintas also considers elimination or reduction as one of the important strategies of the linguistic dimension, which can be applied “when condensation of the original is paramount”, but must be evaluated depending on its relevance in order not to delete any relevant information. (Díaz Cintas 2010: 346). Beyond these translation strategies, some decisions in the subtitling process are determined by the linguistic dimension of subtitles in terms of semantic adequacy and by the technical dimension, which refers to the limitations of subtitles in terms of length and timing. The visibility of subtitles on screen depends “on the speed at which the original exchange is delivered and on the viewer’s assumed reading speed”, but with the demand that every subtitle should be visible according to “the so-called ‘6 second rule’” (Díaz Cintas 2010: 344–345). These norms apply to all subtitling processes, even though, in some languages, the number of words required to express the same meaning is greater than in others. Nowadays, the relevance of the number of characters per line has diminished, due to advanced technologies for subtitling which are

using “pixels” that make it possible for translators to write whatever text they want, which can be adjusted according to the “font size being used and the actual space available on the screen” (Díaz Cintas 2010: 345). Due to these technological advances, subtitling has achieved a better status than dubbing (Chiaro 2009: 150). Subtitling is not only a way to access entertainment products but also a method to access information, and it is considered “a catalyst for language learning” (Safar et al. 2011: 4). Besides its particular educational influence, it contributes to the integration process in a foreign country (Safar et al. 2011: 4). Moreover, it has been suggested that learning may improve when language students are accustomed to subtitling rather than dubbing (Safar et al. 2011: 16).

In recent years, one of the latest innovations in automatic subtitling has been speech translation via cascade systems. Cascades are “pipelines” which combine two key features: an automatic speech recognition (ASR) module that converts spoken audio into text, and a machine translation (MT) module that translates text. For subtitling purposes, the ASR module can also generate timestamps by forecasting the start and end times of each transcribed word. This process is called auto-spotting. Subsequently, the process involves segmenting text into subtitle lines and frames that determine where the subtitle begins and ends. Ultimately, this leads to the automation of subtitles without transcription or human spotting of the source text (Karakanta 2022: 94). Alternatively, an end-to-end speech translation (ST) system is another way to generate automated subtitles by taking the “source speech audio” and producing the final text as subtitles without involving “any intermediate transcription or spotting”. This method was tested to avoid the immense manual work of transcribing the source language and of spotting and segmenting the text into adequate subtitles (Karakanta et al. 2020). While still in development, this method has shown advantages due to access to the source text and the capture of “the prosodic features such as pauses”, which would lead to better “synchronisation between subtitles and the soundtrack”, but it has yet to be tested and applied (Karakanta 2022: 94).

In the Romanian context, Varga shows in her study that Romania uses subtitles as a form of translation for movies, TV programmes, opera, theatre, and film festivals, and is considered a subtitling country. Audiovisual content is accessed by Romanian viewers mainly through subtitles, a practice widely used in television (Varga 2017: 205). Regarding the quality of subtitles, Varga points out that international television channels transmitted in Romania deliver lower-quality subtitles than those broadcast by the national television, as a certain quality standard is not subject to the Romanian audiovisual policy (Varga 2017: 206). Furthermore, English is the predominant language in most programmes on Romanian

television. One remarkable aspect is that the expansion of Romance TV into the Romanian market has facilitated access to German content. All these programmes are subtitled in Romanian (Varga 2017: 207).

However, there is a difference between subtitles for the general audience and subtitles specifically tailored to the needs of the hearing-impaired, such as “description of sound, noises and music” (Volk 2008: 204).

2.1.3. Subtitling for the deaf or hearing-impaired

Due to legislation implemented across EU countries (European Parliament and The Council 2018) and beyond, SDH has become increasingly popular, much like AD. SDH, also known as captioning, is subtitling for the deaf and hard-of-hearing and is considered another component of audiovisual translation and an accessibility service (Díaz-Cintas 2019: 7). In the UK, progress in this area has been particularly notable: since the 1980s, the BBC has offered its programmes with 100% captioning, making the UK the leader in captioned content. Since 2017, the Digital Economy Act⁴ (Digital Economy Act 2017) has demanded that media enterprises adopt subtitles, audio description and signing in their content (Díaz-Cintas 2019: 8). These requirements have recently been extended also to video-on-demand streaming platforms⁵

SDH is a form of subtitling which must present on-screen text generated from the material's audio track, including “dialogue, music, sounds and noises”. Díaz-Cintas (2019) provides an overview of the SDH process, which entails transferring dialogue by identifying “who is saying what” whilst taking into account the “how” someone is speaking, with a focus on “emphasis, tone, accents and the use of foreign languages”. This process also includes capturing all other sounds and crucial factors necessary for the “understanding of the storyline”, such as “instrumental music, sound effects, environmental noise”. Moreover, colours and labels are used to recognise the one who speaks, indicate subtitle displacement, and facilitate the description of paralinguistic features such as sighing or coughing (Díaz-Cintas 2019: 7). One of the requirements for this type of subtitling modality is the pre-recording of the audiovisual material ((Díaz Cintas & Remael 2020: 10)

It is important to distinguish between subtitling and captioning, as they serve different functions. Captioning is an accessibility tool that covers speaker identification, image and

⁴ <https://www.legislation.gov.uk/ukpga/2017/30/contents>

⁵ <https://www.gov.uk/government/news/new-requirements-for-uks-biggest-video-on-demand-services#:~:text=Video%2Don%2Ddemand%20streaming%20services,under%20enhanced%20regulation%20by%20Ofcom.>

sound effects, whereas subtitling's main goal is to translate spoken language for a multilingual audience and has been more involved in machine translation (MT). As social media platforms gain more and more followers, efforts have been made to grant access to everyone by employing automatic video captioning, which has contributed to growth in audience numbers (Ciobanu & Secară 2019: 96).

2.1.4. Voice-over

Another screen translation modality is voice-over (VO), a simple revoicing method that does not require lip-synchronisation. VO occurs almost in synchrony with the original speech when the speaker is not visible on screen, while the original sound is less audible (Luyken et al. 1991: 80). This modality is particularly associated with “traditional and historical documentaries as well as news broadcasts”, though in some countries it has also been adopted for shopping channels and advertising (Chiaro 2009: 152). Furthermore, it is employed in combination with off-screen dubbing to revoice fictional stories in parts of Eastern Europe and to revoice non-fictional content in Western European countries (Matamala 2020: 133).

2.1.5. Audio description for the blind and visually impaired

In the 1980s and 1990s, audio description became popular in the UK, and today it has been made mandatory by law (Broadcasting Act 1996), (Communications Act 2003), (Equality Act 2010) (Fryer 2016: 2).

Access to audiovisual media for the blind and visually impaired is guaranteed through audio description (AD), which “is a verbal commentary providing visual information for those unable to perceive it themselves”. Beyond broadcasting, this modality is used to enhance accessibility in theatres, museums, sports events, and for travel. More recently, AD has also found application in radio for the description of images used in radio programmes (Fryer 2016: 1).

Szarkowska (2011: 142) adds to the definition the fact that AD is an “enabling service”, a term coined by Holland (2009). However, one of the crucial considerations during the process of describing is the final product - the description - which is received by listeners, rather than by readers. This process involves both the producer of the text and the reader of the final audio description product, which can be either a person or an application for text-to-speech (TTS) (Fryer 2016: 2). However, due to economic considerations and the complexity of the production process, the availability of the AD products remains unsatisfactory (Szarkowska 2011: 144).

2.2. Developments in machine translation for audiovisual content

This section will review case studies on machine translation in audiovisual settings. First, it will present some EU-funded research, highlighting the challenges and their limitations.

Automation has transformed many fields of translation, including audiovisual translation. Research institutions and governments have long recognised the importance of accessibility and have supported numerous projects in audiovisual translation to address emerging demands in this field.

MUSA⁶ (2002 – 2004) and eTITLE (2003 – 2005) were two early EU-funded projects that focused on rule-based machine translation combined with translation memories to explore their potential for application in audiovisual translation. The MUSA project had as its objective automatic subtitling and sought to create a “multi-modal, multilingual system that converts audio streams into text transcriptions, generates subtitles from these transcriptions & then translates the subtitles into other languages” (Languages & The Media 2004: 3). The eTITLE project also worked in the audiovisual domain with four languages by integrating different technologies such as “Digital Asset Management, Automated speech-to-text, Machine Translation, Sentence Compression, Subtitling Automation and Metadata Automation” (Melero et al. 2006: 1). By combining different technologies and languages, eTITLE integrated machine translation in the subtitling process (Melero et al. 2006: 2) and served as a “web-based multilingual subtitling service” (Melero et al. 2006: 17). The aim of this project was to reduce translation costs and to increase “the efficiency of current subtitling by automating various processes within the workflow” (Melero et al. 2006: 1). The findings of these studies make it clear that rule-based systems share features with controlled language: they use simpler syntax, shorter sentences, and different punctuation compared to the translator, who must apply the complex requirements of natural language (Armstrong et al. 2006: 3).

Compared with RBMT, example-based machine translation (EBMT) relies on previously translated examples, thereby avoiding many of the problems associated with rule-based systems. Furthermore, subtitles appear to share something with “controlled language” which is characterised by uncomplicated grammar, style, and vocabulary. These rules are also applied in the subtitling process when only certain characters are allowed per line, and subtitlers have to choose a simpler syntax, but still transmit the original meaning (Armstrong et al. 2006: 3). EBMT operates similarly to translation memory (TM) and relies on “bilingual

⁶ <https://sifnos.ilsp.gr/musa/>

corpus, aligned at sentential level [...] and goes beneath sentence level, ‘chunking’ each sentence pair and producing an alignment of sub-sentential chunks”. Because of its alignment and chunking, EBMT is considered a more advanced approach. It suggests more usable matches and reuses chunks to produce automated translations (Armstrong et al. 2006: 4).

A notable research project was SUMAT⁷ (2011 - 2014), which employed “statistical machine translation engines on subtitles in seven bi-directional language pairs and performed an extensive evaluation of the resulting MT quality” (Burchardt et al. 2016: 2). In evaluating the SUMAT project, Bywood et al. (2017) identified a positive impact on productivity in post-editing machine-translated subtitles, suggesting potential cost-effectiveness. However, they also highlighted significant challenges and limitations arising from the language pair and their relationship, particularly when dealing with idioms, humour, and cultural references. These factors remain crucial drivers of automated output quality, underscoring the continued importance of human translators in ensuring subtitle quality (Bywood et al. 2017: 499–500).

Several other EU-funded projects have explored different dimensions of automated audiovisual translation. The EU-Bridge⁸ project (2012 – 2015) examined the potential to develop and integrate automatic speech recognition (ASR) with machine translation in audiovisual settings to overcome the challenges posed by the EU's many languages. A general aim was to deliver “streaming technology that can convert speech from lectures, meetings, and telephone conversations into text in another language” (DFKI (Deutsches Forschungszentrum für Künstliche Intelligenz) et al. 2013). To support subtitling and interpreting, the EU has set the target for this project to also identify the best method for delivering high-quality transcripts to achieve better “recognition accuracy” (DFKI (Deutsches Forschungszentrum für Künstliche Intelligenz) et al. 2013: 9). This goal has motivated the EU to invest more in research on automatic speech recognition. This project delivered an advanced speech translation service platform, having a positive impact on cost-effectiveness, as well as reducing the post-editing effort (DFKI (Deutsches Forschungszentrum für Künstliche Intelligenz) et al. 2013: 4). Meanwhile, the HBB4ALL⁹ project focused specifically on accessibility, evaluating automatic interlingual subtitles across all languages, “large and small, sign language, and language situation – monolingual,

⁷ <https://cordis.europa.eu/project/id/270919/reporting>

⁸ <https://project.eu-bridge.eu/>

⁹ [Hybrid Broadcast Broadband for All | HBB4ALL | Project | Fact Sheet | CIP | CORDIS | European Commission](#)

bilingual” as well as three translation modes: dubbing, subtitling, and voice-over (HBB4ALL Consortium 2013).

Motivated by the dismissive attitude towards technologies in AVT workflows in the field and the need to improve accessibility, the ALST project was initiated and carried out with the main objective of integrating some of the existing technologies into audiovisual modalities (Matamala 2016: 79). This project took a different angle and explored the application of established technologies in automatic speech-recognition and -synthesis, and machine translation to audio description and voice-over, with particular emphasis on the quality of voice-over scripts produced through machine translation and subsequently improved by post-editing (Burchardt et al. 2016: 2).

The implementation of machine translation in the subtitling industry was conditioned by issues created by “the oral art of subtitles and the lack of visual and textual context” (Karakanta 2022: 89). Prior to the emergence of neural machine translation, automated subtitling was considered a form of text translation, in which “the source language speech is transcribed and spotted by a human”. This approach slowed down the entire translation process and added extra work for human translators, who had to perform transcription and spotting. Moreover, early systems did not take into consideration “visual and acoustic dimensions” of the source material. In contrast, speech translation (ST) technology now considers acoustic parts, translating “audible speech from one language to another” (Karakanta 2022: 89–90).

The adaptation of neural machine translation (NMT) has demonstrated tremendous improvements in the quality of automated output, depending on the languages involved and the field of expertise (Panic 2020), thereby increasing interest in NMT applications (Karakanta 2022: 93). AppTek is one such neural approach to subtitling in the entertainment industry, distinguishing itself from statistical machine translation systems, because it not only translated subtitles, but also experienced with line breaks prediction (Karakanta 2022: 95). This neural machine translation research focused on demonstrating high translation quality whilst addressing subtitle segmentation, which posed a challenge due to its high complexity and lack of definition (Matusov et al. 2019: 82). One expected outcome was a low post-editing rate, although NMT systems are known to struggle with uncommon vocabulary. The results showed that quality and productivity did indeed increase, but these results could only be achieved by having “high quality templates” (Karakanta et al. 2020: 95). However, it should be noted that human intervention remains necessary for creative elements such as “slang and puns”, even though the MT system performed very well in translating short

sentences (Matusov et al. 2019: 89). This approach was also supposed to motivate users in the subtitle industry to adopt neural machine translation innovations to optimise productivity and profit from the time savings (Matusov et al. 2019: 83), whilst maintaining human verification as a final quality assurance step (Karakanta 2022: 90).

As automation has been implemented in translation processes, extensive research has focused on a range of topics, predominantly on the technical aspects of systems. Since many automated systems have already been implemented and are continually evolving, researchers have recently begun to focus on particularities of cultures and languages that seem to challenge them. One of the most recent issues emerged from the EU's official request for gender-fair language in communication, presenting a new challenge for translators and automated translation systems. Recent studies on the use of gender-fair language in automated translation have shown that post editors reported high output quality and expressed excitement about the speed and increased productivity. Consequently, the outstanding results of the automated translation allowed them to focus more on the challenges posed by the gender-neutral terminology (Lardelli & Gromann 2023b: 256). Consistent with earlier research, the need for human post-editors and their importance in ensuring subtitle quality have remained despite technological developments (Bywood et al. 2017: 502). Current investigations reach similar conclusions regarding the post-editing of “gendered phrases [...] erroneously machine translated”, which then require the intervention of humans. One significant finding was that creativity is necessary to ensure quality in gender-neutral rephrasing, further underscoring the visibility and necessity of human translators (Lardelli & Gromann 2023b: 257).

Despite improvements in machine translation, including time savings and cost-effectiveness, the research clearly shows that automation can be a useful tool, but talented human translators are still needed.

2.3. Statistics and future trends

It is impossible to imagine a digital world without subtitling and captions. Therefore, the quality of subtitles and captions must be high, particularly as 85% of digital content consumers watch videos without sound. This statistic reinforces the importance of accessibility for diverse audiences. As the amount of digital content continues to grow, so does the need for accessible media. Some organisations, such as the FCC (Federal

Communications Commission)¹⁰ and the ADA (Americans with Disabilities Act)¹¹, have mandated subtitles for videos to ensure access to information for all users, including people with disabilities (Dubverse.ai Team 2023).

A growing demand for accessible content makes adopting diverse technologies in translation imperative. These dynamics have been captured by many surveys conducted across the field of translation, addressing key issues in the industry and its current and future developments. Machine translation and artificial intelligence are two main developments that have been rapidly adopted by many translators in recent years. According to the GTS survey¹² conducted in 2025, which received 212 replies from 3,300 professionals across different languages and countries, 47.83% of translators work very often on machine translation post-editing (MTPE), 40.10% occasionally, and 12.08% have never worked on MTPE. These findings indicate a significant shift in the positioning of MTPEs from a marginal role to the forefront, signalling already the future adaptations human translators might need to make. These developments also influence translation providers' pricing policies. 48.8% feel that artificial intelligence, or more specifically MTPE, has a significant impact on pricing; 37.2% have not noticed much pricing pressure; and only 14% report no changes at all. One remarkable finding is that the quality of machine translation remains a leading benchmark, and to this day, human contribution remains invaluable (GTS Translation Services 2025).

Similarly, another survey conducted by Acolad¹³ (2025) provides comparable findings: 42% of translators use artificial intelligence (AI) daily, 41% apply AI occasionally, and 21% use automated post-editing. Forecasts predict that the need for purely human translation will be low, whereas the MTPE forecast lies by 84%. Quality appears to be the touchstone because AI limitations have been shown, such as struggles with tone and context, which make human skills vital for ensuring the quality of machine translation output (Acolad 2025). These two surveys underscore the need for skilled human translators who will not be replaced by MT. However, it will be necessary to train on these technologies and adapt to a new role supported by AI. Driven by different requirements, artificial intelligence has become increasingly prevalent in our daily lives. According to Bond's May 2025 report¹⁴ on

¹⁰ <https://www.fcc.gov/consumers/guides/closed-captioning-television#rules>

¹¹ <https://www.ada.gov/resources/effective-communication/>

¹² <https://blog.gts-translation.com/2025/04/07/the-state-of-machine-translation-post-editing-mtpe-in-2025-what-translators-think/>

¹³ <https://www.acolad.com/en/services/translation/ai-translation-impact>

¹⁴ [Trends_Artificial_Intelligence.pdf](#)

trends in artificial intelligence, AI infrastructure has been continually expanded and has become as indispensable as electricity. Many industries are adapting and implementing AI tools across various areas. In the translation field, Meeker's report also presents current developments influenced by AI. It shows that content can be automatically transcribed, translated into another language, and supported by an audio track, and that voices are adjusted, or “cloned,” to maintain the same tone in each language (Meeker et al. 2025).

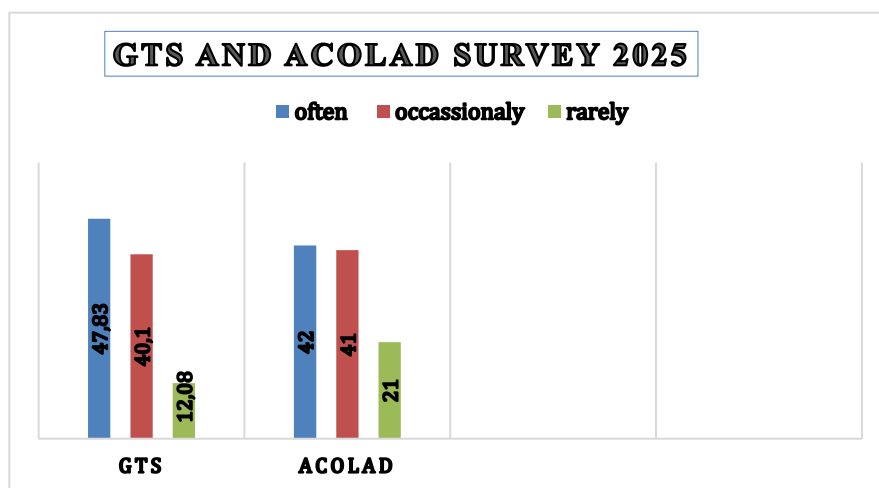


Figure 3 Surveys GTS Translation Services vs. Acolad (2025)

One of the most relevant reports in the language industry is the ELIS survey¹⁵. It was initiated in 2013 by the European Union of Associations of Translation Companies (EUATC)¹⁶, and more recently, multiple organisations, including ELIA¹⁷, FIT Europe¹⁸, GALA¹⁹, the EMT²⁰ academic network, the experts of the European Commission's LIND²¹ group, and Women in Localization²², have collaborated to support it (EUATC 2023: 3). Every edition of ELIS focuses on specific topics, such as “market trends, expectations and concerns, challenges and obstacles, as well as changes in business practices” (EUATC 2023: 3), and on technical developments, their effects on different areas of the translation field and the changes caused

¹⁵ https://elis-survey.org/wp-content/uploads/2025/03/ELIS-2025_Report.pdf

¹⁶ <https://euatc.org/industry-surveys/2023-european-language-industry-survey-is-launched/>

¹⁷ <https://elia-association.org/>

¹⁸ <https://en.fit-ift.org/>

¹⁹ <https://www.gala-global.org/>

²⁰ https://translation.ec.europa.eu/get-involved-european-language-activities-and-initiatives/european-masters-translation_en

²¹ https://translation.ec.europa.eu/languages-and-translation-european-commission/language-industry-expert-group-lind_en

²² <https://womeninlocalization.com/>

by them (EUATC 2026: 32). The latest collected input from hundreds of experts in the field reveals an increase in the use of AI and machine translation technology, suggesting that artificial intelligence is increasingly used not only for machine translation but also for quality evaluation of MT output, research, terminology and other purposes (EUATC 2025: 34).

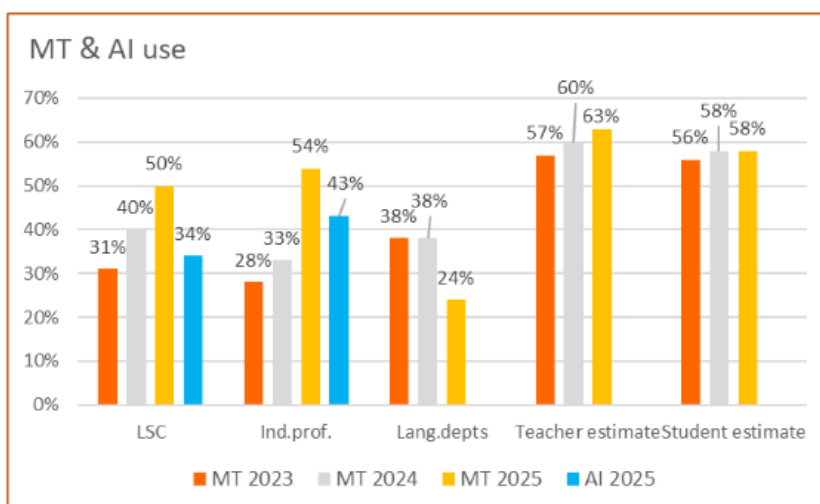


Figure 4: Trends in MT and AI use (EUATC 2025: 34)

The most recent ELIS survey results, published in 2026²³, reveal again a constant use of MT and an increase in AI use, which seems to take over the “dedicated machine translation engines” (EUATC 2026: 31).

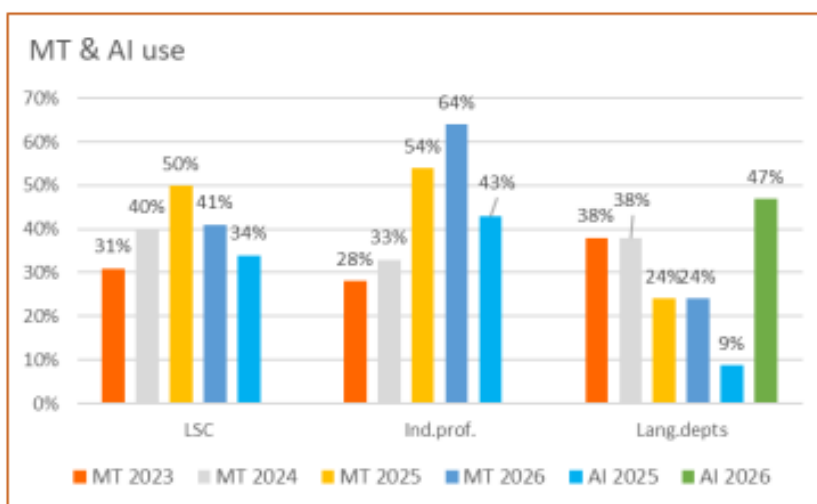


Figure 5: Latest trends of MT and AI use (EUATC 2026: 32)

²³ <https://elis-survey.org/wp-content/uploads/2026/03/ELIS-2026-Report.pdf>

Because this master's thesis focuses on machine translation in the audiovisual domain, with special emphasis on gender-neutral language, the survey's emerging topic of diversity and inclusivity will be highlighted. Since 2023, “company culture” has gained increasing attention and has become a new concern in the ELIS survey, which evaluates the adoption of diversity and inclusion (ELIS 2026: 28). It appears to be integrated into programmes implemented in larger international companies. Many employers show a serious commitment to diversity and inclusion, as Figure 6. Shows below (EUATC 2026: 29). This commitment can be illustrated with concrete evidence. I have been working for an international corporation for many years, and lately, notable changes in inclusivity and diversity have been implemented. On March 27, 2026, one internal notification caught my attention. The human resources department has communicated that job vacancies will be written in gender-neutral language. Instead of searching for “m/w/d” (man/female/diverse), the company will search for “human”, as shown in Figure 6.

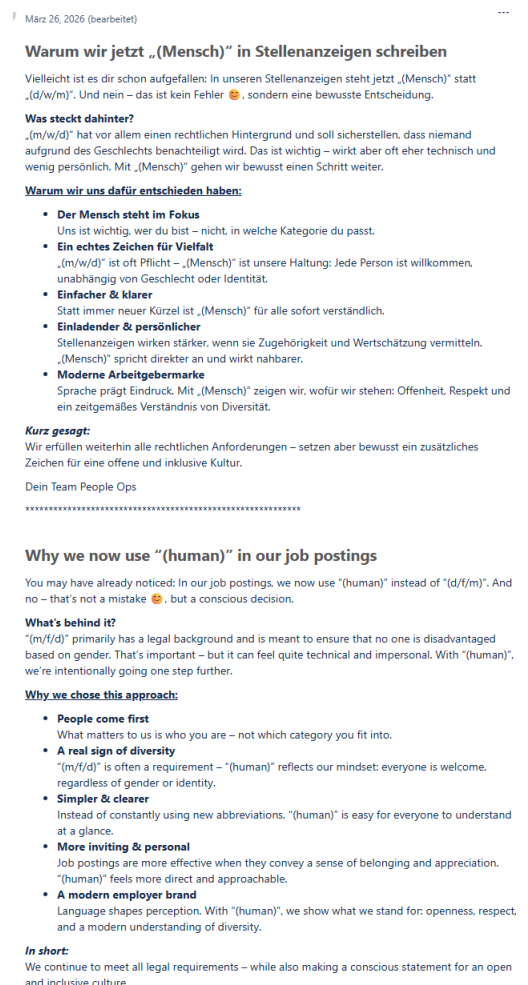


Figure 6: Trends in company culture 2026

It is worth noting that the positive mood of professionals recorded in previous years has begun to decline due to the noticeable impact of MT and AI on the profession, translation quality, future expectations, prices, and working conditions, to name just a few key areas (EUATC 2026: 33).

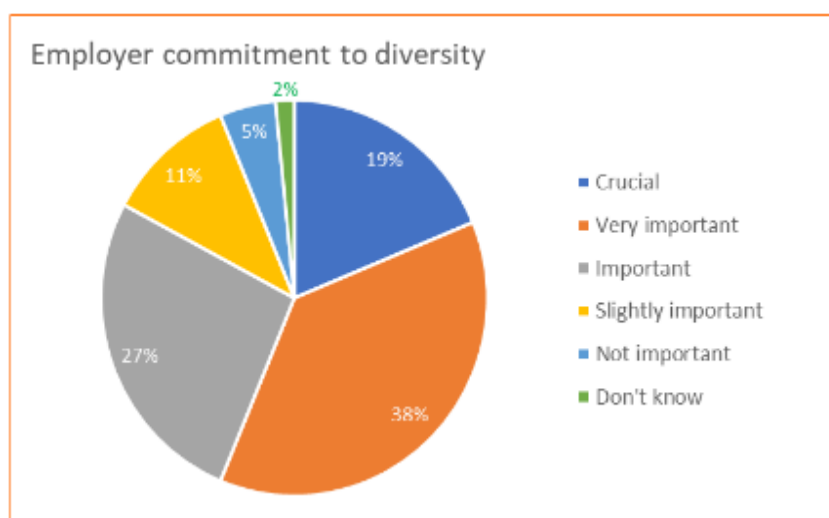


Figure 7: Commitment to diversity across employers (*EUATC 2026: 29*)

This study will not specifically address MTPE, payment conditions, or other related issues, as doing so would exceed the scope of the thesis.

2.4. Linguistic Background

In the following section, I will discuss the categorisation of these three languages and how grammatical gender is expressed, and why gender-neutral terms have become a trend and are now requested in communication.

The perception of individuals is influenced by informative features leading to categorisation, which can provide information about a person who belongs to a “race category, a sex category, and an age category, and also presents any number of physical features” (Stagor et al. 1992: 207). Among these categories, sex seems to be one of the most critical social categories that is used in “the grammatical structures of most, if not all, languages” (Stahlberg et al. 2007: 163). The representation of “femaleness” and “maleness” appears across all languages, even in those categorised as genderless languages. The way a language refers to individuals is influenced by the gender norms established by the linguistic

group (Stahlberg et al. 2007: 164). Moreover, norms depend on a country's political and ideological representation, which strongly influences the acceptance of gender-inclusive terminology, either positively or negatively (Pfalzgraf 2025: 11).

There are three types of languages: grammatical gender languages, natural gender languages, and genderless languages, which represent sex and gender to differing extents in their grammatical norms (Stahlberg et al. 2007: 164). Romanian and German are part of the category of grammatical gender languages, which means that every noun is assigned feminine or masculine (or possibly neuter) gender” (Stahlberg et al. 2007: 164) and which “need extensive gender marking when compared to English” (Lardelli & Gromann 2023a: 168). In many cases, gender in German is assigned to a noun based on the sex of the person being discussed. Nevertheless, German has many mismatches as well, since grammatical gender differs from the sex of the person addressed, as in “das Mädchen” (girl). Furthermore, in German, articles, adjectives, and pronouns indicate gender and agree with the noun, and they all “carry gender markers that correspond to the gender of the noun”, whereas there are “only two references to sex in the English translation” (Stahlberg et al. 2007: 165). In contrast, English is a natural gender language that does not indicate sex and is among the most researched in this category. Consequently, nouns can refer to both females and males without changing their forms. Nevertheless, some personal pronouns reflect individuals' sex. Importantly, the difference between grammatical gender languages, such as Romanian and German, and natural gender languages, such as English, lies in the “main resource of expressing sex”. In grammatical gender languages personal nouns are the primary source of grammatical gender, and in natural gender languages, personal pronouns refer to sex (Stahlberg et al. 2007: 165–166).

Language plays a fundamental role in shaping perceptions of gender. Expressions like “gender-fair”, “gender-inclusive”, and “gender-neutral” entered the discourse in the 1980s and 1990s, respectively, and language has influenced the extent of their use. Other new expressions, such as “gender expansive”, which appeared in 2012, might find their way into use, but this will also be influenced by the connotations they have and by the consensus between experts “on what these terms mean, to whom, and in which linguistic and cultural contexts ” they are used (Pfalzgraf 2025: 1–2). According to current studies, there is a notable lack of standards for gender-neutral, gender-fair, or gender-inclusive terms (Pfalzgraf 2025: 8). At present, Romanian inclusive terminology is still in development and relies heavily on English borrowings. The Romanian language has no clearly defined inclusive expressions, but only a designated umbrella term “limbaj incluziv (inclusive language)”, which is still not

entirely established (Pfalzgraf 2025: 8–9). Another source of Romanian inclusive expressions has been the translations produced for EU institutions, such as the terms “limbaj sensibil la gen (gender-sensitive language) and limbaj neutru din punct de vedere al genului (gender-neutral language)” (Pfalzgraf 2025: 12). By comparison, the German language has been using “geschlechtsneutral (sex-neutral)” since 1989, followed by “geschlechtergerecht (sex-fair)” which appeared in 1990, and “inklusive Sprache (inclusive language) in 1993, and later “gendergerecht (gender-fair)”. These terms are treated as synonyms, although a slight difference between them still needs to be defined (Pfalzgraf 2025: 8–9).

Society has become more aware of the necessity of non-discriminatory language in order to address all individuals. Based on these developments and the requirements imposed by official institutions, Hornscheidt and Sammla (2021) demand the reform of the German language and the use of gender-neutral or gender-fair language. They advocate its necessity in order to address all individuals who do not consider themselves male or female, and in order to avoid discrimination in communication (Hornscheidt & Sammla 2021: 14). Their idea is to be acknowledged as human, not assigned to a specific gender: “Mensch sein, statt Gender sein”²⁴ (Hornscheidt & Sammla 2021: 20).

Wir verstehen Geschlecht/Gender als immer sozial hergestellt. Diese Herstellung ist oft so langlebig und unhinterfragt, dass sie vielen Menschen natürlich vorkommt. Was dieses vermeintlich natürliche Gender definiert, wird zeitlich und räumlich unterschiedlich gefüllt. Dies allein zeigt bereits, dass es sich nicht um biologische Tatsachen handelt, sondern es gesellschaftliche Entscheidungen sind, was als natürliches Geschlecht festgelegt wird.²⁵ (Hornscheidt & Sammla 2021: 20)

While in German-speaking countries the discourse on the use of gender-fair language has been ongoing for some time now, Romanian-speaking countries seem to be beginning to discuss this topic.

The languages English, Romanian, and German were selected for this master's thesis for their differences in grammar and syntax, their varying levels of acceptance of gender-neutral language in daily discourse, and their status as my working languages. This research²⁶

²⁴ Be human, not gender @ my own translation

²⁵ We understand sexual identity/gender as something that is always socially constructed. This construction is often long-lasting and left unchallenged, so that many individuals perceive it as normal. Though what defines this so-called natural gender varies across time and space. This alone already indicates that we are not dealing with biological facts, but with social decisions about what should be defined as natural gender. @my own translation

will go from English, which “undoubtedly occupies a predominant role, being recognised as a leader of change towards the deployment of gender-inclusive strategies” (Piergentili et al. 2023: 2) and which is a “notional gender” language (Lardelli & Gromann 2023b: 252), to Romanian, which is a “strongly inflectional language” (Barbu 2023: 254), and to German, which belongs to the grammar gender languages (European Parliament 2018: 5). The particularities of Romanian and German will pose challenges for machine translation output, with a special focus on gender-neutral expressions and this will be then shown in chapter 5.

2.4.1. Gender related key terms and definitions

In this subsection, I will provide definitions of gender identities to gain and share a better understanding of the calls for language and grammar reform, which would, in turn, impact translation in general, as well as technologies and translators alike.

Table 1: Gender Key Terms (*European Commission Directorate-General for Justice and Consumers 2020: 10*)

EN	RO	DE
<i>Gender</i> refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men (European Commission Directorate-General for Justice and Consumers 2020: vi).	Gen ²⁷	soziales Geschlecht ²⁸
<i>Gender identity</i> is defined as each person's deeply felt, internal, and individual experience of their gender, whether as a man, a woman, or non-binary, which may or may not correspond to the sex assigned at birth (European Commission Directorate-General for Justice and Consumers 2020: vii).	Identitate de gen ²⁹	Geschlechtsidentität ³⁰
<i>Non-binary</i> is an umbrella term for people whose gender identity is not encompassed by or represented by ‘man’ or ‘woman’. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely (European Commission Directorate-General for Justice and Consumers 2020: vii).	Non-binar	non-binär ³¹
<i>Trans or transgender</i> is an umbrella term for people who have a gender identity that is different to the sex assigned at birth, and for people who wish to portray their gender identity in a different way to the sex assigned at birth (European Commission Directorate-General for Justice and Consumers 2020: viii).	Persoană transgen ³²	Transgender ³³

²⁷ https://eige.europa.eu/publications-resources/thesaurus/terms/1046?language_content_entity=ro

²⁸ https://eige.europa.eu/publications-resources/thesaurus/terms/1046?language_content_entity=de

²⁹ https://eige.europa.eu/publications-resources/thesaurus/terms/1049?language_content_entity=ro

³⁰ https://eige.europa.eu/publications-resources/thesaurus/terms/1049?language_content_entity=de

³¹ <https://unsichtbar.art/glossar/non-binary-non-binaer/>

³² https://eige.europa.eu/publications-resources/thesaurus/terms/1285?language_content_entity=ro

³³ https://eige.europa.eu/publications-resources/thesaurus/terms/1285?language_content_entity=de

2.4.2. Gender neutrality in translation

Language has been seen as something flexible that can be changed and adapted, as it is often used as a “Machtinstrument im Kampf um Emanzipation”³⁴ (Sylvain & Balzer 2008: 40). Therefore, it is considered necessary to offer all people representation in language and grammar, as everyone wants to be seen and not excluded (Sylvain & Balzer 2008: 40). Since 2008, the European Parliament has adopted multilingual guidelines on gender-neutral language, recommending the use of gender-fair and inclusive terminology across all official languages, and has been one of the first international organisations to adopt such policies. These guidelines are aimed at achieving equal treatment of all genders because language significantly impacts human perception and behaviour (European Parliament 2018: 2). As the European Parliament explains:

Gender-neutral language is a generic term covering the use of non-sexist language, inclusive language or gender-fair language. The purpose of gender-neutral language is to avoid word choice which may be interpreted as biased, discriminatory or demeaning by implying that one sex or social gender is the norm. Using gender-fair and inclusive language also helps reduce gender stereotyping, promotes social change and contributes to achieving gender equality. (European Parliament 2018: 3)³⁵

The strategies for achieving gender-neutral communication vary depending on the type of language used. According to the EU Guidelines (2018) on gender neutrality in a multilingual context, three types of languages determine the approaches to achieving gender neutrality. English belongs to the group of “natural gender languages [...] where personal nouns are mostly gender-neutral, and there are personal pronouns specific for each gender”. In this case, the goal is to minimise the number of gender-specific terms and expressions. The approach is to use neutralisation by employing gender-neutral terms rather than gendered ones or unisex forms, and by using plural pronouns or their combined forms, such as “he or she”. Examples include transforming “chairman” into “chairperson”, “policeman” or “policewoman” into “police officer” and “spokesman” into “spokesperson”, as well as “stewardess” into “flight attendant”, among many others. (European Parliament 2018: 5).

In contrast, both Romanian and German belong to the group of “[g]rammatical gender languages [...] where every noun has a grammatical gender, and the gender of personal pronouns usually matches the reference noun”. One strategy to avoid masculine terms,

³⁴ Translation into English: a tool of power in the struggle for emancipation.

³⁵ https://www.europarl.europa.eu/cmsdata/151780/GNL_Guidelines_EN.pdf

particularly those traditionally associated with masculinity, is “feminisation”, which means using the feminine counterparts of masculine terms, or using both expressions (European Parliament 2018: 5). Pfalzgraf (2025) refers to “feminisation” and the need for alternatives that extend beyond the gender binary. German has the term “geschlechtergerecht (sex-fair)”, which emphasises gender parity, and “gendergerecht (gender-fair)”, which seems to include non-binary people as well. The Romanian language also uses feminisation, and it seems to be introducing non-binary references recently, though still with hesitation. Feminisation or neutralisation are among the methods used when translating into “strong grammatical gender systems” (Pfalzgraf 2025: 10–11).

2.4.3. Strategies for gender-fair language in translation

In a recent study, Lardelli and Gromann (2023) advocate the use of gender-fair language (GFL), which represents an umbrella term for gender-neutral language (GNL), by omitting gender references, and for gender-inclusive language (GIL) by using linguistic solutions that include all genders (Lardelli & Gromann 2023b: 251). They employed four different strategies in German to fulfil the requirements for gender-fair language.

The first approach, “gender-neutral rewording,” involves using gender-neutral expressions, such as “person or indefinite pronouns, passive constructions, and participial forms” (Lardelli & Gromann 2023b: 258). This could be described as neutralisation, as noted as well by the EU (2018) and Pfalzgraf (2025). The second strategy, “gender-inclusive characters”, refers to using the “gender star “(*)” in order to refer to all genders, as in “Leser*in” and using the slash (/) to create pronouns and articles such as “der/die Schauspieler*in” (Lardelli & Gromann 2023b: 258). The third approach belongs to “neosystems” which calls for using “gender-neutral characters and forms” exemplified by “x” in “Lesx” because this strategy can also promote inclusivity. The fourth strategy is also a “neosystems” construction, which suggests “a fourth gender in addition to the masculine, feminine, and neuter” and would sound like “Lesernin” (Lardelli & Gromann 2023b: 253). Besides the strategies mentioned by Lardelli & Gromann, there are other complementary suggestions for gender-free German, because “gender-inclusive characters” (Lardelli & Gromann 2023b: 258) such as (*), or the colon (:), the “Binnen-I”, or the gender gap () are considered not to be inclusive enough anymore or even annoying while reading. Therefore, many are calling for the use of rather inclusive expressions (Österreiches Parlament 2024)³⁶.

³⁶<https://www.parlament.gv.at/aktuelles/news/Gendern-Generisches-Maskulinum-neutrale-Formulierung-oder-Sonderzeichen/>

Due to the late developments and the emerging necessity, Noah and Jona have put together a very detailed suggestion for the German gender-free language, the so-called “Das NoNa-System”³⁷. This framework promises to provide language tools that will contribute to a more inclusive representation of people and their diversity in communication, while also pursuing a natural flow in German and ensuring good readability and pronunciation (Noah & Jona 2026). To reach their goal, the NoNa-System suggests replacing the personal pronoun forms “er” (he) and “sie” (she) with the gender-free form “hen”.

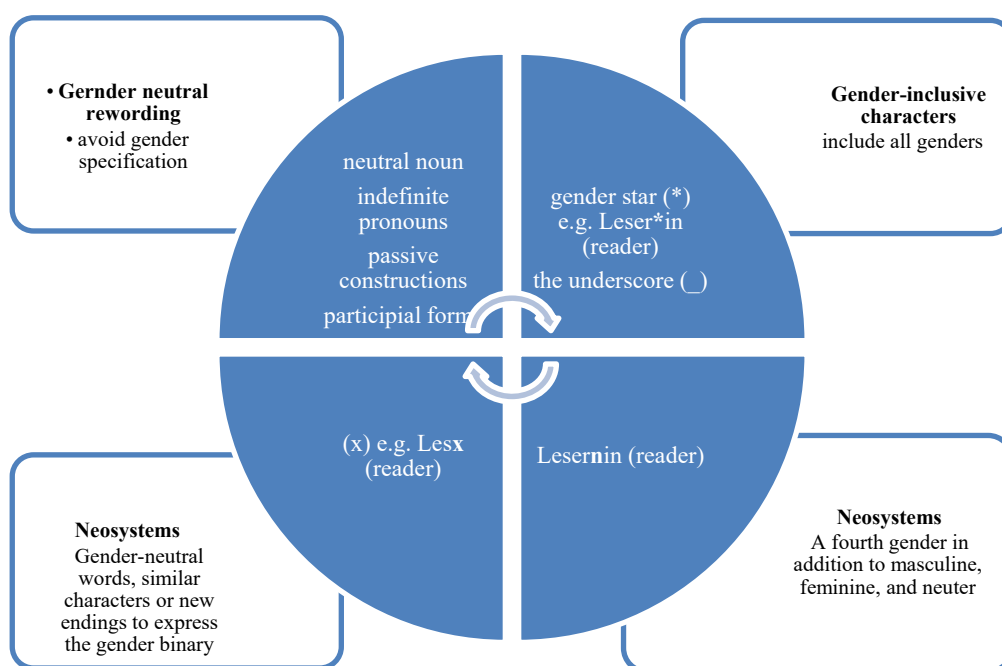


Figure 8: Strategies for gender-fair language in German (Lardelli & Gromann 2023b)

The German language follows the rule of inflexion according to four cases - nominative, genitive, dative and accusative - in order to indicate the grammatical role in the sentence. In the process of inflexion, word endings change (Duden 2026a)³⁸.

Table 2: Gender-free personal pronouns according to NoNa-System (Noah & Jona 2026)

Case	Personal Pronoun	Gender-free form
Nominative	er/sie/es	hen
Genitive	sein/ihr/sein	hens
Dative	ihm/ihr/ihm	hem
Accusative	ihn/sie/es	hen

³⁷ [Das NoNa-System - Geschlechtsneutrales Deutsch](#)

³⁸ <https://www.duden.de/deklination>

The German language has three definite articles for the three genders: masculine, feminine and neuter. The NoNa-System suggests replacing “der”, “die”, “das” with a single form: “dai”.

Table 3: Gender-free definite article according to NoNa-System (Noah & Jona 2026)

Case	Definite Article	Gender-free form
Nominative	Der/die/das	<i>dai</i>
Genitive	Des/der/des	<i>dais</i>
Dative	Dem/der/dem	<i>dam</i>
Accusative	Den/die/das	<i>dai</i>

The suggestion for adjusting demonstrative pronouns also yields just one form, which changes its ending during the inflexion, and seems to be kept simple by adding the endings of the definite articles.

Table 4: Gender-free demonstrative pronouns according to NoNa-System (Noah & Jona 2026)

Case	Demonstrative Pronouns	Gender-free from
Nominative	dieser/diese/dieses jener/jene/jenes	Dies <i>ai</i> Jen <i>ai</i>
Genitive	dieses/dieser/dieses jenes/jener/jenes	Dies <i>ais</i> Jen <i>ais</i>
Dative	diesem/dieser/diesem jenem/jener/jenem	Dies <i>am</i> Jen <i>am</i>
Accusative	diesen/diese/dieses jenen/jene/jenes	Dies <i>ai</i> Jen <i>ai</i>

The same procedure continues with the relative pronouns:

Table 5: Gender-free relative pronouns according to NoNa-System (Noah & Jona 2026)

Case	Relative Pronouns	Gender-free from
Nominative	welcher/welche/welches	welch <i>ai</i>
Dative	welchem/Welcher/welchem	welch <i>am</i>
Accusative	welchen/welche/welches	welch <i>ai</i>

The indefinite articles in German “ein”, “eine“, “ein“ would receive a new ending “-t” according to the NoNa-System, and the indefinite pronoun “kein”, “keine”, “kein” would follow the same pattern, see Table 6. The feminine substantives in German are gender marked with the ending “-in” in the singular and with “innen” in the plural. NoNa-System suggests building gender-free forms by the neutralisation method of inserting the “*” before the

ending “in”, which should also be pronounced with a short pause in between the “*” and the ending “in”. Another solution would be the “•” instead of “*” as mentioned in the following examples: Student*in, Mitarbeiter*in, Pfleger*in, Kolleg*in, Freund*in, Schüler*in, Autor*in, Ärzt*in; Studnt•in, Mitarbeiter•in, Pfleger•in, Kolleg•in, Freund•in, Schüler•in, Autor•in, Ärzt•in (Noah & Jona 2026). The use of “*” to form gender-free forms has also been suggested by Lardelli & Gromann, as already mentioned (see Figure 8), and has been implemented for some time in academic writing. The use of the middle dot “•” is rather new approach. Until now, all suggestions seem easy to apply. The real challenge, though, starts when adjectives accompany substantives with definite or indefinite articles, and the entire construction has to be inflected. Then a new language emerges, which will be difficult for the public to accept. As it is shown below, despite the adjustment of the article to a gender-free form, the gender mark is still visible in the adjective, even though it is suggested that the ending “-en” is non-changeable gender-free. The ending “-en,” though, often marks the plural form, and in doing so there is a slight possibility for creating confusion (see Table 7).

Table 6: Gender-free indefinite articles and pronouns according to NoNa-System (Noah & Jona 2026)

Case	Indefinite article and pronoun	Gender-free form
Nominative	ein/eine/ein kein/keine/kein	eint keint
Genitive	eines/einer/eines keines/keiner/kein	einter keinter
Dative	einem/einer/einem keinem/keiner/keinem	eintem keintem
Accusative	einen/eine/ein keinen/keine/kein	eint keint

There are other exceptions of nouns which cannot build a gender-free form with the “*” and NoNa-System suggests a rephrasing respectively a merging of word parts: instead of Schwester/Bruder (sister/bruder) the umbrella term “das Geschwister” should be used; instead of Tochter/Sohn (daughter/son) the term das Kind (the child/the kid) should be used; Mama/Papa should turn into “dai Mapa”; Oma/Opa (grandmother/grandfather) into “dai Ota”; Tante/Onkel (ant/oncle) into “dai Tano”; Nichte/Neffe (nefew/niece) into “dai Niffe”; Cousin/Cousine into “dai Cousin” (Noah & Jona 2026).

Table 7: Suggestions of gender-free compositions according to NoNa-System (Noah & Jona 2026)

Case	Indefinite article + Adjective + Noun	Definite article + Adjective + Noun
Nominative	Eint gute Bekanten	<i>Dai</i> gute Bekante(n)
Genitive	Einter guten Bekannten	<i>Dais</i> gute Bekannten
Dative	Eintem guten Bekannten	<i>Dam</i> guten Bekannten
Accusative	Eint gute Bekannten	<i>Dai</i> gute Bekannten

Additional suggestions come from Illi Anna Heger³⁹ (Heger 2020), who has been working on an alternative system for gender-marked pronouns in German since 2009. Heger offers the neopronoun “xier” on her website as a gender-free personal pronoun and “dier” as a gender-free relative pronoun. Adjustments of the possessive pronouns are also provided by adding an “a” at the end of the form xies*a* (Heger 2020).

Table 8: Gender-free personal and relative pronouns according to Heger (Heger 2020)

Case	Answers to the question	Personal Pronouns	Relative Pronouns	Possessive Pronouns
Nominative	Wer? (who?)	xier (instead of er/he and sie/she)	dier (instead of der and die)	xies <i>a</i> Freund_in xieser Freund xiese Ferundin
Genitive	Wessen? (whose?)	xiers (instead of sein/his and ihr/hers)	dies	xies <i>as</i> Freund_in
Dative	Wem? (to whom?)	xie <i>m</i>	di <i>m</i>	xies <i>am</i> Freund_in
Accusative	Wen? (for whom)	xie <i>n</i>	di <i>n</i>	xies <i>an</i> Freund_in

Heger goes further and addresses the translation of the singular personal pronoun “they” into German subtitles, and underlines that the use of the singular “they/them” is not reserved exclusively for non-binary persons, but also for men, women, and everyone else who wishes to use the term. Translators show great creativity by not translating “they” with “er” or “sie” in German subtitles, but by seeking alternative solutions, such as neosystems, plural forms, description or omission (Heger 2020). Additionally, Piergentili et al. (2023) underline the acceptability of the English singular *they*, which appears to be common and “very well-accepted” has been used to refer to a singular person since the 1300s (Heger 2020)⁴⁰, whereas

³⁹ [Über – Illi Anna Heger – Grafische Dokumentation, Comics, Theorie und xier Pronomen](#)

⁴⁰ <https://www.annaheger.de/pronomen32/>

German uses multiple approaches, such as “gender-neutral rewording, gender-inclusive characters, and neosystems”, which require post-editing, time, and creativity in obtaining the best solution (Lardelli & Gromann 2023b: 251–252).

Another neosystem for the non-discriminatory construction of words is proposed by Hornscheidt and Sammla. Some of their strategies are similar to those suggested by Lardelli & Gromann as well as Heger, but they come up with the “ens” form, a new method that enables gender-free expression and is derived from the word “*Mensch*” in German (Hornscheidt & Sammla 2021: 53).

Ens/Ense ist dafür geeignet, einzelne Personen oder mehrere Menschen zusammen genderfrei zu benennen. Ens ist der Mittelteil aus Mensch (*Mensch*) und kann problemlos an Substantive angehängt und als Pronomen verwendet werden. [...] Immer, wenn eine ens-Form benutzt wird, handelt es sich also um eine Bezugnahme auf einen Menschen; bei -ense auf mehrere Menschen. Ens/e sind Endungen an Substantiven (Köchens/e) und auch Pronomen (ens kocht). Ens ist auch eine Endung von Adjektiven (gutens Köchens). Wir fügen ens als Endung für Menschen jeweils am Wortstamm an. (Hornscheidt & Sammla 2021: 53)

This method seems to be easier to use because it appears to have just one form, “ens” for personal, possessive and indefinite pronouns, and the nouns get the suffix “ens” (Hornscheidt & Sammla 2021: 54). There are many other strategies for gender-neutral communication in German, but few are widely used or officially adopted as part of German grammar.

Table 9: Gender-free strategy with -ens (Hornscheidt & Sammla 2021: 57)

ens form	singular	plural
Noun	<i>Lesens</i>	<i>Lensense</i>
Noun	<i>Aktivistens</i>	<i>Aktivistense</i>
Noun	<i>Köchens</i>	<i>Köchense</i>
Definite Article	<i>Dens</i> Baumpflegens	<i>Dense</i>
Indefinite Article	<i>Einens</i>	<i>Einense</i>
Personal Pronoun	<i>Ens</i>	<i>Ense</i>
Possessive Pronoun	<i>Ens</i>	<i>Ense</i>

Another neosystem proposes a reform of the German language to express gender neutrality by introducing the form of “Indefinitivum” as a fourth grammatical gender, as presented in the “Sylvain-Konvention”⁴¹ (Sylvain & Balzer 2008: 41).

⁴¹<https://web.archive.org/web/20240212004055/https://www.geschlechtsneutral.com/lit/Liminalis-2008-Sylvain-Balzer.pdf>

Table 10: the four grammatical genders according to Sylvain-System (Sylvain & Balzer 2008: 42)

Masculinum (männliches Geschlecht)	Der Mann	Ein Junger (anstatt ein Junge)
Femininum (weibliches Geschlecht)	Die Frau	Eine Junge (statt ein Mädchen)
Indefinitivum (liminales und/oder “drittes“ Geschlecht)	Din Lim	Einin Jungin
Neutrum (sächliches Geschlecht)	Das Tier	Ein Junges (statt ein Jungtier)

I will not discuss or analyse here in this paper the example mentioned above regarding the feminine “das Mädchen”, which is obviously neuter, and why it was given as an example of the feminine.

The “Sylvain-Konvention” is also picked up by Lardelli & Gromann (2023b) as a fourth strategy that suggests “a fourth gender in addition to the masculine, feminine, and neuter” (Lardelli & Gromann 2023b: 253), see Figure 8. The Sylvain-System was used in their research because it was considered “the most complete system”, even though participants in their trial opted instead for the NoNa-System or the Ens-System, as these two seemed easier to use (Lardelli & Gromann 2023b: 258).

Turning now to the Romanian language and its possibilities in the direction of inclusive terminology. As the European Union launched the initiative for gender-fair communication and inclusivity in 2018 and urged all member countries to implement it, many non-governmental organisations emerged in Romania with the goal of combating discriminatory language, among other rights issues (European Parliament 2018). In one of the podcasts on Spotify in the series “Gender Talk Podcast”, “Gen & limbaj neutru”⁴², the discussion was conducted with the founder of the organisation “Asociația Identity. Education – Identitate. Educație”⁴³ (Rădulescu 2018), who used the “x”-strategy throughout the interview due to the identification as an agender person. As recorded, the person described the use of “x”-strategy as a non-gender marker as being very easy to include in everyday conversations, not only in writing. Some examples of how “x” can be used in conversation were picked out of the conversation: “am fost surpinsx. [...] Cred că am devenit mai conștientx [...]. Sunt confortabilx în mediul acela [...] Toțx [...] Hai, că ești mai puternicx. [...] poți să fii atentix” (Gender Talk 5:27, 16:37). Insights on other languages were also provided, such as Swedish, Arabic and Spanish, which uses as one of the strategies the “@” at the end of words, which in Romanian would make the words even longer: latin@ (pronounced: latinarond) and also “x” as an ending; from Spanish came the inspiration to use

⁴² [Ep. 4 Gen & limbaj neutru by Gender Talk](#)

⁴³ <https://redirectioneaza.ro/asociatia-identityeducation/>

the “x”-strategy in Romanian. Because these strategies are not yet officially accepted, communities are experiencing where to place the gender-free markers and how to use them (Gender Talk 6:33). Even though there are not as many options for gender-free strategies in Romanian as in German, there has been a start, at least in some communities that have begun adopting the “x”-strategy to remove gender identification. Besides the x-strategy, Romanians also have other possibilities to express gender-fairness through “epicenes alternatives”, “avoidance of gendered terms” or even “switching to a different language” (Ahlqvist Loiske 2024: 16). According to DEX (Dicționarul Explicativ al Limbii Române) epicenes⁴⁴ are those expressions which only have one form for the masculine and feminine, such as “copil”, “persoană”. The use of epicenes can be one of the strategies to achieve non-discriminatory communication because they refer to mixed groups of people, even though they have a different grammatical gender assignment, as shown in the identification of gender of substantives *un copil*, *doi copii*, which is a grammatical masculine noun, where the plural form indicates the assignment to masculine; another noun *o persoană*, *două persoane* is a feminine noun, but the plural form is of a neuter; nevertheless, these epicenes refer to all persons regardless of the noun's gender marking. Another strategy is to avoid gendered expressions and use alternatives, such as verbs or other constructions, that avoid gender assignment. Another strategy is to switch to another language, such as English, and use the gender-free “they” (Ahlqvist Loiske 2024: 17), a phenomenon noticed lately caused by a world that has become “multinational, multicultural, and globalized” (Șimon et al. 2021: 1). English as lingua franca has been used around the world in different fields of activity and due to the contact between languages many English words have been borrowed and integrated (Șimon et al. 2021: 1). The adaption of English words is sometimes perceived as a linguistic invasion “invazie lingvistică”, even though the influence of the English language has been going on for decades (Avram 1997: 8). Borrowed English words, called Anglicisms, find adaption by other languages such as Romanian “due to their periods of transition, history and cultural diversity”, or such as German “which adopted many words from English, maybe due to their necessity in various domains of use and their prestige” (Șimon et al. 2021: 3). Building on these realities, the use of foreign terms when one’s language does not offer any options could be advocated as a strategy for gender-neutral terms as shown by Ahlqvist Loiske (2024).

⁴⁴ <https://dexonline.ro/definitie/epicen/definitii>

2.4.4. Gender Bias in Audiovisual Machine Translation

The use of machine translation (MT) in audiovisual translation (AVT) has been the subject of numerous studies, with the primary focus on quality and gender-related issues. Significant advancements have been made in gender-fair language (GFL) and in integrating it into post-editing work. Lardelli and Gromann (2023) have conducted the first post-editing study - “instead of translating from scratch” - addressing gender-fair language in translations from English into German. Their case study demonstrates that machine translation (MT) systems frequently exhibit gender bias, particularly when addressing identities beyond the male-female binary. Because each language expresses gender differently, this can pose a significant challenge for machine translation systems. The accuracy of the translation was not the primary focus of this case study; instead, the study examined how easily gender-fair language could be adapted and applied by translators using different GFL strategies. The visibility of non-binary individuals has increased, and their linguistic representation has become a challenge in many languages (Lardelli & Gromann 2023b: 251).

Gender-fair language (GFL) subsumes gender-neutral, that is, omitting any gender references, and gender-inclusive language, that is, linguistically including all genders. With grammatical differences and a multitude of strategies across languages, gender-fair translation is challenging for machines and humans. Nevertheless, human and machine translators can act as ambassadors for gender equality beyond the binary by using gender-fair language. (Lardelli & Gromann 2023b: 251)

Within this research landscape, there are two distinct approaches. Lardelli and Gromann (2023) advocate using gender-inclusive expressions. Their approach is to identify which gender-specific references are difficult to handle in both the source and target languages, and to develop “guidelines for integrating gender-fair language into the translation workflow” to achieve unbiased machine translation results (Lardelli & Gromann 2023b: 252).

Meanwhile, Piergentili et al. (2023) investigate “institutional guidelines for Gender-Inclusive Language (GIL)” and implement similar approaches by using new linguistic expressions and neutral words to avoid expressing gender in order to promote gender inclusivity in translation and to integrate it into automatic translation (Piergentili et al. 2023: 1). While Lardelli and Gromann (2023) search for a strategy to represent non-binary people and for how to use gender-fair language, Piergentili et al. (2023) aim to use gender-neutral language in order to avoid “gender marking”, as in “chairperson instead of chairman”, and to “include non-binary identities” (Piergentili et al. 2023: 1). This involves meticulous

rephrasing when translators have to use gender-neutral forms while translating into grammatical gender languages, in comparison to English, which is recognised as the leader in gender inclusivity and simplicity (Piergentili et al. 2023: 2)

In translation, gender bias emerges from the extent to which each language marks whether a person mentioned is female or male (Bentivogli et al. 2020: 6923). The difficulty lies in ensuring gender fairness in machine translation, which has both social and technical implications. Socially, gender discrimination in translation tools can lead to the misrepresentation of women if they are translated as male. Technically, if gender translation is done incorrectly, it will result in a negative evaluation rate of the system's performance (Piergentili et al. 2023: 4). It is worth mentioning here that it is a challenge to achieve gender neutrality, especially when translating from languages “without productive grammatical gender”, like English, “into gender-marked languages”, such as Romanian and German, because the language models are trained with data that show “the asymmetries of natural languages, gender bias included” (Bentivogli et al. 2020: 6923).

2.5. TED Talks

The video used in the analysis for this master's thesis will be sourced from the TED Talks⁴⁵ platform. TED is an acronym for Technology, Entertainment, and Design, and an online platform founded in 1984 by Richard Saul Wurman. TED became a non-profit organisation that brings together translators who subtitle short speeches published on TED Talks to make the “knowledge, research and big ideas” accessible to anyone around the world, thereby fulfilling its main purpose of “spreading great ideas” (TED 1984). The statistics speak volumes. At the beginning of TED Translators in 2009, there were only 300 translations in 40 languages produced by 200 volunteer translators. Today, more than 186, 431 translations over 100 languages have been produced by more than 40,000 volunteer translators (TED 1984).

Meanwhile, TED Talks offers a diverse range of topics and speakers, natives and non-natives (Gangi et al. 2019: 2013), using CaptionHub⁴⁶ as “a platform to create high-quality subtitles” in order to create immediate access around the world to different ideas, as the director of localisation at TED, Jenny Zurawell, mentions (TED 1984). Based on these facts, TED Talks videos have been used as sources in multiple academic studies, particularly in

⁴⁵ <https://www.ted.com/about/our-organization/history-of-ted>

⁴⁶ <https://ted.captionhub.com/page/about>

translation research and training, such as spoken language translation (SLT). Because the platform offers automatic alignment of sentences with their manual transcriptions and translations, a large number of TED Talk recordings were collected and used to build a multilingual speech translation corpus called MuST-C. This corpus aimed to ease “the training of end-to-end systems for SLT from English into 8 languages” (Gangi et al. 2019: 2012), emphasising “the need of resources for training data-hungry neural SLT models” (Gangi et al. 2019: 2016). MuST-C has served as inspiration and as a base for the “MuST-SHE benchmark, [...] built on naturally occurring data retrieved from MuST-C” (Bentivogli et al. 2020: 6925). This dataset focuses on gender identification of the characters, especially when translating from English into a Romance language that manifests “gender via feminine or masculine morphological markers on nouns, adjectives, verbs and other functional words (e.g. articles and demonstratives) (Bentivogli et al. 2020: 6925). MuST-SHE shows that one gender-neutral English word is translated into a grammatical gender language with a “corresponding masculine or feminine” (Bentivogli et al. 2020: 6925). This phenomenon will be seen in my translation, respectively, in the analysis of the translation of the video “What happens when you grade joy”, spoken by Ashleigh Maxcey, duration 11:43 minutes (TED 1984).

3. Quality assessment

There are several ways to assess the quality of MT results, but there is no established best practice (Torné 2016: 5). The definition of quality assessment in translation largely depends on the evaluator's perspective, whether it concerns the process and its workflows, input and productivity, cost-effectiveness, output equivalence, or the competence of translators (Pedersen 2017: 210). However, applying quality metrics to subtitling presents particular challenges. Pedersen (2017) points out the difficulties of existing metric systems and their struggles in adjusting to the particularities of subtitling, where “omissions and paraphrases” are rated as errors despite the necessity of applying these strategies in subtitling “when going from speech to writing” (Pedersen 2017: 212).

3.1. FAR Model

In response to the lack of flexible evaluation models for subtitling, Pedersen (2017) developed the FAR model, a “model for assessing [...] the quality of interlingual subtitles,” which evaluates output rather than process. One of the main characteristics of the FAR model

is its flexibility, as it can be applied across different contexts and optimised with different parameters (Pedersen 2017: 211). His approach places the audience in focus of his evaluation model, specifically the relationship between the “subtitler and viewer,” which he calls the “contract of illusion” (Pedersen 2017: 217). This relationship can be affected by translation errors, which can then be evaluated within the model. He offers a quality assessment system that “can be localised by feeding it parameters with data from in-house guidelines, best practice or national subtitling norms” and is “based on error analysis” (Pedersen 2017: 215). The FAR model builds on the NER model framework, which is also “product-oriented” but more applicable to “respoken intralingual subtitles” (Pedersen 2017: 212). The acronym “**FAR**” reveals the three most significant dimensions of his model: “**F**unctional equivalence”, “**A**ceptability” in terms of “grammaticality, idiomaticity” and the last one “**R**eadability” concerning the “technical aspects such as reading speed, the use of italics and subtitling production” (Pedersen 2017: 211). As Pedersen explains:

The FAR model is based on error analysis, and each error is given a penalty point, which means that each subtitled version gets a score that makes it possible to compare the quality of subtitles from different films or TV programmes.(Pedersen 2017: 211)

The first dimension in the FAR model is the “functional equivalence”, which emerges from the fact that interlingual subtitles are translations from one language into another (Pedersen 2017: 213). Whilst functional equivalence determines whether the meaning of the message in the source text has been adequately translated into the target language, the second key dimension is the “acceptability of subtitles”, which helps evaluate whether the target text adheres to target-language norms. The third key dimension, “readability,” evaluates whether the subtitles are easy to read and process within a given time frame. Within this framework, the FAR model provides a “penalty point system” that helps identify weaknesses in the subtitle and is a valuable tool for providing “constructive feedback” to subtitlers. The errors are labelled as “minor”, “standard” or “serious”, labels inspired by the NER model. The penalty points are assigned according to “norms applied to the model” – 0.25, 0.5, 1 – and they reveal the gravity of the error related to “the contract of illusion with the end user” (Pedersen 2017: 217). Minor errors might go undetected by viewers, and the “standard error” might “break the contract and ruin the subtitle for most viewers”, while the “serious error” might have a greater impact and cause misunderstandings across more than one subtitle (Pedersen 2017: 217).

Pedersen (2017) considers functional equivalence a key dimension of his model. However, he considers the “pragmatic equivalence” form, which, according to him, is “the best form of equivalence for subtitling” because it takes into consideration the factors influencing the output of the translation, such as time and space. Furthermore, one dimension complements the other, which means without pragmatic equivalence, the other two – acceptability and readability – are affected. Therefore, a proper application of the framework is imperative. To fulfil the pragmatic equivalence, a subtitle must transmit “what is said and what is meant”. In case neither of these two requirements is met, an “obvious error” is in place. In case only “what is meant” has been transmitted, this is not considered an error and belongs to “standard subtitling practice”. In case only “what is said” has been transmitted and “not what is meant”, this would be evaluated as an “error” because it could cause misunderstandings. The equivalence errors are classified into two categories: semantic errors, with penalty points of 0.5 for minor, 1 for standard and 2 for serious errors (Pedersen 2017: 218) and stylistic errors due to the “wrong register” used, such as modern language in historical films. (Pedersen 2017: 220).

Acceptability represents the next category of the model. When discussing acceptability, Pedersen relies on Toury's concept of adequacy and analyses whether the target text respects the norms of the target language (Pedersen 2017: 220). Acceptability errors undermine the “contract of illusion” (Pedersen 2017: 217) and prompt the viewer to focus on the subtitles rather than following the audiovisual content. These specific errors are divided into three subcategories: grammar, spelling, and idiomaticity. The first subcategory of acceptability concerns grammar errors in the target language. For this reason, the evaluation and the marking of the errors must be done with caution since “[s]ubtitling can be seen as a hybrid form of spoken and written language” and in such a situation the “written language grammar rules may be misguided”. The penalty points assigned to grammatical errors range from minor, which do not affect much, to standard, which have a little effect, to serious, which can lead to no understanding or the inability to read (Pedersen 2017: 220). The second subcategory concerns spelling errors, which also have little to no effect and are considered minor. The gravity of standard errors alters the meaning of the entire word. A serious error occurs when a word cannot be read (Pedersen 2017: 220). The third subcategory describes idiomaticity errors, which concern the terms that do not sound natural to the native audience. The words are labelled as idiomaticity errors (Pedersen 2017: 220).

Readability is the last error category in the FAR model and concerns the “technical norms and issues” that might affect the effort required to read the subtitle. Readability can

be affected by four types of errors: segmentation and spotting, punctuation, reading speed and line length. If segmentation is not done properly, it affects subtitle timing, leading to audience distraction. When subtitles appear too soon or too late, are not on time, or do not match the image, these represent spotting errors that prompt the audience to look for subtitles before they appear (Pedersen 2017: 221). Error severity is split into standard, for errors spotted between subtitles, and minor, for errors between subtitle lines. A serious error occurs when the subtitling timing deviates by more than one line of dialogue (Pedersen 2017: 222). Another source of errors is punctuation and graphics, such as italics or dashes. The severity level of these errors is determined by the guidelines used. In addition, line length is determined by the media or systems and is governed by guidelines specifying the allowed characters. Besides these parameters, there is the reading speed, which is specifically calculated in “interlingual subtitling” in “characters per second (cps)” and the “[w]ord length is also language-specific” (Pedersen 2017: 223). The average English word is considered to be around five characters long, “5.364 letters”, whereas “German is at the top with an average count of 6.380 letters” (Intercontact Translations 2020)⁴⁷. The reading speed depends on the syntax and the lexis and has been established to be between 12 cps and 17 cps, depending on the type of program, but Pedersen advocates the 12cps and says that the audience should have time to focus also on the action of the movies, not only to spend time with subtitles reading. He additionally suggests labelling as an error “anything higher than 15 cps” and as a standard error, everything that is higher than 20cps. The final decision will be taken after considering the norms (Pedersen 2017: 223). When applying the FAR framework to get the results of an evaluation, it is necessary “to divide the penalty score by the number of subtitles” so it can be seen “to what degree a subtitled translation is acceptable, readable and/or functionally equivalent” (Pedersen 2017: 224).

Functional equivalence	• Semantic errors • Stylistic errors
Acceptability	• Grammar errors • Spelling errors • Idiomaticity errors
Readability	• Segmentation & spotting • Punctuation & graphics • Reading speed & line length

Figure 9 The FAR Model according to Pedersen 2017 (Hagström & Pedersen 2022: 212)

⁴⁷ <https://www.inter-contact.de/en/blog/text-length-languages>

3.2. Multidimensional Quality Metrics (MQM)

In contrast to the FAR model, the EU has developed its own evaluation system, Multidimensional Quality Metrics (MQM), as a part of the EU-funded QTLaunchPad project (Lommel et al. 2013: 862). It combines different systems and includes a wide range of parameters for comparing two or more translated outputs. However, Pedersen considers it too complex and inefficient to apply; indeed, it is “process-oriented,” whereas the FAR model is “product-oriented” (Pedersen 2017: 212). MQM unites the following eight main categories: terminology, accuracy, linguistic conventions (fluency), style, audience appropriateness (verity), design and markup, and custom. Each of these main categories comprises multiple subcategories.

“Terminology” errors must be marked when a term is either wrongly or not used in compliance with guidelines and other resources. “Accuracy” errors arise from distortion, omission, addition, mistranslation, overtranslation, undertranslation, and unjustified euphemism when offensive terms are weakly translated; when terms are translated even though they have been instructed not to be translated; when untranslated terms and graphics are included. “Linguistic conventions” errors are flagged when grammar, punctuation, spelling and style are not in conformity with the target text. “Style” errors are labelled as such when style guidelines are followed; when language and grammar register are not met; when slang varieties are used instead of formal terms; awkward or unnatural style is used. In the “locale conventions” category, errors can occur when the formats for numbers, currency, measurements, time, date, names, addresses, calendars, telephone numbers, postal codes, locale-specific punctuation, national language standards, and shortcut keys do not meet the target audience's expectations. The next error category is the “audience appropriateness”, which covers culturally specific references which might not be understood by the target audience, or when the target audience cannot use the final delivered product. Locale-specific content is also a source of errors and refers to text translated into a certain language about subjects meant for another target audience; language-dependent logic, legal requirements, and offensive elements such as obscenity, profanity, non-inclusivity, stereotypes, and insults are sources of errors in the category of audience appropriateness. The “design and markup” category covers errors arising from the design and presentation of a translation, including character formatting, layout, graphics and tables, markup tags, truncation and text expansions, missing text, and links and cross-references. The “custom” error category covers

all errors that may occur when customer requirements are not met, including cases where the translation does not work in the target language (MQM).

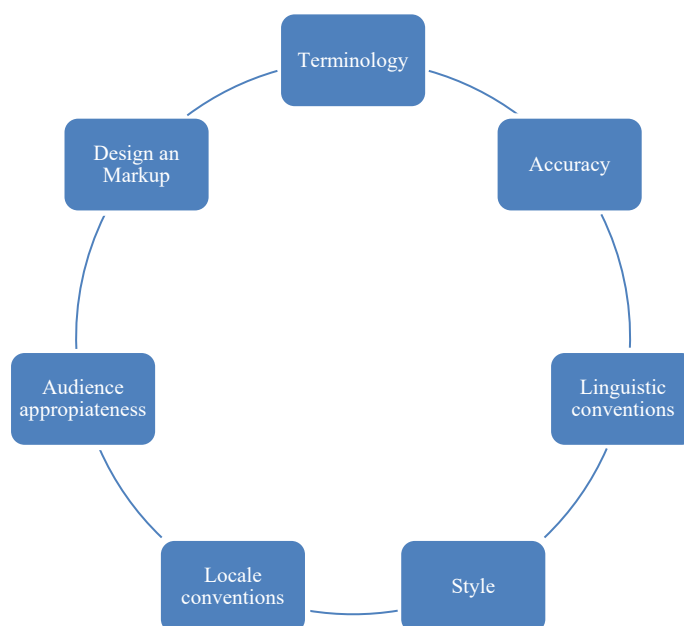


Figure 10: The seven main error dimensions according to (*MQM 2026*)

3.3. Gold-Standard Quality Metrics

In the following section, I will describe which metrics were selected for my gold-standard quality assessment, using the FAR model described in section 3.1. and from the MQM model described in section 3.2.

To define my final version of the gold-standard quality assessment, I will highlight the similarities and differences between the FAR framework and the MQM metrics. The FAR model is suitable for subtitles and focuses on three major dimensions, whereas the MQM evaluation system is more detailed and complex, offering greater granularity in its evaluation parameters. Both FAR and MQM offer a degree of flexibility that allows me to create my own evaluation system. I want to keep the simplicity and clarity of the FAR model while extending it with parameters from the MQM system, because MQM also “enables users to customise their own metrics for quality evaluation”⁴⁸ (Liu 2018). Functional equivalence, acceptability, and readability are the three main dimensions of the FAR model, which overlap with some error types in the MQM metrics. The first shared characteristics already appear in

⁴⁸<https://sites.middlebury.edu/runyul/2018/03/04/translation-quality-assessment-mqm-multidimensional-quality-metrics/>

the category “functional equivalence”, where the focus is on evaluating the transmitted message, as Pedersen says, “what you want to communicate” (Pedersen 2017: 218). Pedersen's functional equivalence with the semantic and stylistic error categories is partly reflected in the terminology and accuracy error typologies of the MQM system. Therefore, for the first category of my evaluation framework, “functional equivalence” I will combine semantic and stylistic errors with “inconsistent use of terminology” and “wrong terms” from the MQM category “terminology” combined with some criteria from the “accuracy” category also from MQM as “mistranslation”, “overtranslation”, “undertranslation”, “addition”, “omission”, “untranslated” (MQM). FAR does not directly designate an error type for gender-neutral terms, whereas MQM offers this under the category of “audience appropriateness”, subcategory “offensive - non-inclusivity”, where the content can be evaluated if it “does not meet legal, organisational, or audience requirements for diversity, equity, or inclusion (DEI)” (MQM)⁴⁹. Based on the fact that gender-neutral language transmits meaning and addresses the audience, it is more suitable to be assigned to the dimension of “functional equivalence”. Consequently, it will be incorporated into my gold standard quality assessment framework under the “functional equivalence” category.

The second category of FAR concerns “acceptability” and includes grammatical, spelling, and idiomatic errors. These parameters are included in the “linguistic conventions” of the MQM, and they will be part of my second category as well. From MQM, “punctuation” and “unclear reference” will be added as well. The last category of FAR errors is “readability”, which focuses more on the technical aspects of subtitles, such as “segmentation and spotting”, “punctuation and graphics”, and “reading speed and line length”, which are specifically related to the audiovisual translation, whereas MQM parameters refer in general to layout and design. Because my research aims to demonstrate the quality of the automated output compared to human translation, and because this research is focused primarily on the product, I will define my evaluation model similar to Pedersen's product-oriented evaluation, but adding some criteria from MQM and keeping the severity of penalty points as in MQM.

In a subsequent step, all parameters of the FAR model and certain MQM metrics were compiled and selected as the gold standard for analysing the translations, since both evaluation models are flexible and adaptable to different settings. After defining the error typology, the score-calculation chart was downloaded from the MQM platform and completed using metadata from the subject video, including word counts for the source text,

⁴⁹ <https://themqm.org/the-mqm-full-typology/>

error categories, and subcategories. The element of the evaluation “word count” represents the total number of words in the original subtitles. The subject of this paper amounts to 1610 words. The penalty score of the FAR model is slightly different from the MQM severity. FAR has only three levels of penalties, divided into minor, standard, and serious errors, with penalty points of 0.25, 0.5, and 1. MQM presents 4 levels of penalties, differentiated into neutral, minor, major, and critical errors, with multipliers of 0 for neutral, 1 for minor, 5 for major, and 25 for critical errors. I have decided to keep the MQM penalty score because the severity multiplier makes the severity of the mistakes clearer. Another reason that motivated this decision was that neutral errors are also included, even though they do not affect the outcome of the evaluation; a better linguistic solution might exist. The final version of the gold-standard evaluation framework is presented in Figure 11 below.

MQM2.0 Dual Evaluation Scorecard: Raw and Linear Calibrated									
Client	Project Name		Translator		Evaluator				
	Source Language	Target Language	Human Translation	Total Word Count	Score Label	Content Type			
University Vienna Zentrum für Translationswissenschaft Univ.-Prof. Dragana Cokic, PhD	EN	RO		2000	1000	Audiovisual Translation "What happens when we grade joy?"			
Score Calculation Parameters		Maximum Score Value (MSV)	Passing Threshold Raw QS	Passing Threshold Calibrated QS	Reference Word Count (RWC)	Acceptable Penalty Points/RWC			
		100	90	90	1000	10			
Evaluation Results		Quality Rating (QR)	Raw Quality Score (RQS)	Absolute Penalty Total (APT)	Pen-Word Penalty Total (PWPT)	Normalized Penalty Total (NPT)	Calibrated Quality Score (CQS)	Calibrated Quality Rating (CQR)	
		Pass	95.50	45	0.002250016	7.45	92.55	Pass	
General Comments									
Note to the LQA evaluator: Please provide a detailed comment on quality of the evaluated sample.									
Severity Penalty Multiplier									
Error Type									
FUNCTIONAL EQUIVALENCE									
ACCEPTABILITY									
READABILITY									
Grand Total									

Figure 11 Gold standard metric drawn from FAR model and MQM framework

4. Research question and methodology

Non-discriminatory communication has received increasing attention across many fields, and translation studies are no exception. One central question is how language expresses gender and what that means for the way we communicate and the words we choose. The use of gender-neutral language has been the subject of growing academic research, particularly in written texts. However, audiovisual translation presents its own special challenges, which

are now not only connected to time, space, and other particular constraints, but also to a new challenge: gender-neutral language for machine and human translators in the decision-making process. This challenge can also be seen as an opportunity. Therefore, gender-neutral strategies in target texts have become a new focus of quality assessment. Evaluation models for translation quality vary considerably. Some are highly rigid in their design, whilst others are more adaptable and can be applied across a range of contexts and domains. As presented in section 3.1, Pedersen (2017) developed the FAR model specifically in response to the lack of a flexible, non-overly-complex evaluation schema for subtitling. It assesses the quality of interlingual subtitles by focusing on the translation output rather than the process, and its flexibility allows it to be optimised for different contexts and parameters. The MQM framework is more complex and unites eight main quality categories, each with multiple subcategories. Whilst MQM offers a high granularity in metrics, (Pedersen 2017: 212) expresses his criticism of the complexity and, consequently, efficiency of the MQM framework. Pedersen's FAR model, by contrast, is product-oriented and more practicable to the subtitling context.

This master's thesis brings these two models together, selecting criteria from each that are sufficiently compatible to complement one another. Their shared flexibility makes this combination workable, allowing the integration of additional metrics, such as gender-neutral language. The result is a gold-standard tailored to this study, designed to assess the quality of both machine translation in the audiovisual domain, with particular focus on the use of gender-neutral language across English, Romanian, and German. This directly addresses and answers the following research question:

- **What is the impact of machine translation on the quality of audiovisual translation, and what are the implications of technology on gender-neutral language for the languages English, Romanian and German?**

The following methodology will help answer this research question in stages, combining the selection of gold-standard metrics, the comparison of automated and human translations, the recording and assignment of errors, and a brief evaluation of the experience with the new methods for gender-neutral language. The first section introduces the source material and the subtitling platform used. It then presents the translators who participated in the study and translated the subject video into Romanian and German. The original video was translated automatically into Romanian and German, so a corpus of machine and human

translations was built, which will then be analysed and evaluated. Before the evaluation can be conducted, the gold standard, drawn from the FAR and MQM models, is outlined next, followed by a description of the scoring system and the weighting of individual errors. The analysis of machine and human translation output follows, and errors will be assigned according to severity levels and error categories. The evaluation scores will then be shown in the findings section. Since translators were given explicit, but non-binding instructions to use gender-neutral terminology, a questionnaire was sent to them to evaluate their experience with this project and their use of inclusive language strategies. Their responses are then also presented in Section 6.3.

4.1. Subject of investigation

My subject of investigation is a corpus of Romanian and German subtitle translations of an English-language TED Talk video named “What happens when you grade joy,” by Ashleigh Maxcey⁵⁰, a professor at Vanderbilt University, on the science of happiness. Professor Maxcey suggests in her speech that happiness should be included in the academic curriculum. The original English text is linguistically unmarked regarding gender, unlike the Romanian and German texts. The speaker refers to herself and to her students using linguistic forms that also do not show any explicit gender markers. This makes translating the text particularly difficult for machines and human translators alike, who must navigate the new challenge of gender-neutral language in a grammar gender target language such as Romanian and German. I selected this video from among many because it addresses different groups of individuals with a live show audience. This raises the expected challenges of using gender-neutral forms; therefore, it serves the purpose of this work.

The video was first transcribed and translated from English into Romanian and German using machine translation engines, such as CaptionHub, available on the TED platform. Transcription and translation were carried out in accordance with TED's internal rules and guidelines. Then the transcripts were exported and sent to the group of translators, along with specific instructions on the purpose of this work and the use of gender-neutral language. The human and automated productions constitute the corpus for my analysis: four translations into Romanian (MT and human translators T2, T4, T5) and four into German (MT and human translators T1, T3, and T5). These translations are evaluated with respect to

⁵⁰ <https://ted.captionhub.com/projects/852ee28e6050?tab=TRANSLATIONS>

their use of gender-neutral language and against a wide range of criteria compiled into the gold-standard metric, based on the FAR model and MQM metrics.



Figure 12: Video of the investigation on TED Talks (*Maxcey 2026*)

4.2. Participant translators

The next step was to provide a group of five translators with the original text, along with instructions on using gender-neutral strategies in their translations into Romanian and German. All five participants have varying levels of translation experience but little to no subtitling experience, and one is a novice in the field. The transcription of the English original speech was provided, and the participants were asked to translate it into Romanian and German from scratch. One of the requirements in the instructions was to focus on different strategies for adopting gender-neutral terms and gender-fair expressions, with examples and links to further research. The instructions were provided, but did not specify which translator must use one gender-neutral strategy; they were left to free choice. None of the translators had experience using gender-neutral terminology. After receiving the end versions of the translations, a quantitative questionnaire was sent to the translators to gather information about their experience using gender-neutral language. The results will be presented in Section 6 of this paper.

4.3. Questionnaire

Since the use of gender-neutral language in translation is relatively new, experience with it, especially in grammar gender languages, poses challenges regarding strategies and acceptance. Therefore, a questionnaire containing four multiple-choice and three open-ended

questions was developed to examine how translators experienced the use of GNL strategies. The findings will be presented in Section 6.3. The complete questionnaire is provided in Appendix 4.

5. Analysis of Romanian and German translations

I will present here the findings of the comparative quality assessment of machine translation (MT) and human translation (HT) output for the English source text, translated into Romanian and German. The analysis follows the gold-standard evaluation framework developed for this study, which combines criteria from the FAR model (Pedersen 2017) and the MQM framework. Errors are identified, categorised and assigned a severity level using the following multiplier scale: Neutral (penalty x0), Minor (x1), Standard (x5), and Serious (x25).

The analysis works through one source text (ST), two machine translations (MT EN and MT DE) and 6 human translations (HT 1, HT 3, HT 5 into DE and HT 2, HT 4, HT 5 into RO) selecting passages that best illustrate each of the selected error categories by the gold-standard framework: functional equivalence, including the subcategories mistranslation, undertranslation, wrong term, untranslated, and semantic errors. This will be followed by the next category, acceptability, with the evaluation metrics for grammatical register and grammatical agreement. The third category, readability, will evaluate the rather technical parameters of subtitling, such as segmentation, truncation, line length, reading speed, punctuation, and graphics. Gender-neutral language (GNL) is assigned to functional equivalence, even though it appears to be a multidimensional metric spanning multiple error categories. It reveals how GNL affects the results, because it could also be assigned to the dimension of acceptability, given the different neo-strategies, which might not be accepted by the audience, at least not at first sight. It could also be attributed to reading speed and line length, as using the new inclusive strategies would definitely reduce reading speed. At the same time, due to the number of characters allowed per line, translators will have to put in effort to find an alternative solution.

The aim is not only to identify errors. The main goal is to understand what they reveal about the capabilities and the limitations of machine translation in the audiovisual domain when using gender-neutral strategies, and about the different strategies human translators adopt when inclusive language is requested.

5.1. Functional Equivalence Errors

In the following section, different categories of errors will be analysed and compared with the solutions found in Romanian and German. The subtitles below are presented on a single line due to the space constraints of this paper. The MT in Romanian and German and the HT 5 translation in Romanian and German are the only translations with a timestamp. All other translations lack a timestamp because the translators did not access the subtitling platform.

5.1.1. Undertranslation

ST: *That universally desirable state of being.*

MT DE: ([4] 00:00:12.279 [368] --> 00:00:14.948 [448])

Dieser allgemein wünschenswerte Seinzustand.

HT 5 DE: [4] 00:00:12.279 [368] --> 00:00:14.948 [448]

Dieser bestimmte allgemein ersehnte Wohlfühlzustand.

HT 1 DE: Dieser Zustand, den sich *jeder* wünscht.

HT 3 DE: Das von *allen angestrebte Lebensgefühl.*

MT RO: [5] 00:00:12.279 [368] --> 00:00:13.614 [408]

Acea stare de bine generală

[6] 00:00:13.614 [408] --> 00:00:14.948 [448]

dorită de toată lumea.

HT 5 RO: 00:00:12:08 00:00:13:18

Acea stare de bine general

00:00:13:18 00:00:14:28

dorită de toată lumea.

HT 2 RO: *Acea stare de a fi*, dorită de toată lumea.

HT 4 RO: *Acea stare* dorită de toată lumea.

According to MQM⁵¹, “Undertranslation” is an error subcategory within the functional equivalence category, occurring when the target translation is “less specific than the source language”, resulting in a loss of meaning. In the analysis below, the context of the source text refers to a specific feeling of happiness, with an emphasis on its particularity.

⁵¹ <https://themqm.org/the-mqm-typology/>

The MT in German has translated word-for-word without taking into consideration the tone of the message, choosing the very flat demonstrative pronoun “dieser” to determine which feeling the speaker is referring to. It is not some state of being; it is a specific one which cannot be felt by machine translation, but only by humans. In this case, the MT word-for-word translation will be rated as an “undertranslation” with a neutral severity of zero penalty because the “contract of illusion” is not severed.

HT 1 uses the German translation “jeder,” meaning “everybody” or “all,” and thus perfectly matches the intention of the original. Even though it emphasises the inclusion of everyone, “jeder” is a generic masculine form that should have been replaced with a gender-neutral term such as “jenai” (NoNa) or “jedmensch” (Sylvain), given the focus on gender neutrality. Therefore, it will be rated as “minor errors” with a severity score of 1.

HT 3 uses “alle”, which has no gender marking and is a great choice, but according to Pedersen, great solutions for translations are not rated; only errors are.

HT 5 adds “bestimmte” to the context to emphasise that particular state of being. All three human German translators have chosen different versions that creatively convey the intended message: a specific state of being happy, a state desired by all people, because the source text “that” also emphasises the particularity of that feeling.

In the Romanian version of the same original text, there is almost 100% overlap between MT and human output, and the tone of the message conveys the particularity of the “state of being” more accurately. This phenomenon of machine output overlapping with human solutions appear more often in German translations than in Romanian translations.

Another undertranslation worth mentioning is the following example. The expressions “hoch geschätzt”⁵² and “hochgeschätzt”⁵³ are synonyms and can be written in both forms according to Duden, and their meaning is “very respected, loved, and admired.”

ST EN: is a skill, and if something *highly valued* can be taught, practiced and improved, [...].

MT DE: [23] 00:01:17.077 [2310] --> 00:01:22.482 [2472]

und wenn etwas, das *hoch geschätzt* wird, gelehrt, geübt und verbessert werden kann, [...].

HT 5 DE: [23] 00:01:17.077 [2310] --> 00:01:22.482 [2472]

und wenn etwas so *Wertvolles* gelehrt, geübt und verbessert werden kann, [...].

HT 1 DE: und wenn etwas so *Wertvolles* gelehrt, geübt und verbessert werden kann, [...].

HT 3 DE: Wenn also etwas so *Wertvolles* erlernt, geübt und verbessert werden kann, [...].

⁵² https://www.duden.de/rechtschreibung/hoch_schaetzen

⁵³ <https://www.duden.de/rechtschreibung/hochgeschaezt>

MT RO: [25] 00:01:17.077 [2310] --> 00:01:22.482 [2472]

[...] ceva atât de *valoros* poate fi predat, [...].

HT 5 RO: 00:01:04:18 00:01:07:20

[...] ceva atât de *valoros* poate fi predat, [...]

HT 2 RO: se poate *învața* ceva de *valoare înaltă*, [...]

HT 3 RO: ceva extrem de prețuit poate fi predat, [...]

Unfortunately, the MT keeps translating word-for-word, creating ambiguity and failing to convey the intended meaning in German and to avoid awkwardness. However, all three translators decided to use “Wertvolles” instead of “hochgeschätzt”, which better conveys the meaning of the source text. Based on these findings, “hoch geschätzt” will be rated as an undertranslation with a severity of 1.

The Romanian translation renders “highly valued” with “valoros”, which in German means “wertvoll”. However, MT, HT 5 and HT 3 have found authentic solutions. HT 3 has translated word-for-word, which, in Romanian in this context, sounds awkward, and it will be rated as an undertranslation error with severity 1. Besides, HT 2 delivered a spelling error *învața* (correct: *învăța*).

5.1.2. Untranslated

In the next part, HT3 did not translate the sentence, which was marked as an “untranslated” error with a severity grade of 5, as it did not constitute a complete breach of the “contract of illusion” (Pedersen 2017: 217) given what was said before and after.

ST EN: *Think* about what we grade today.

MT DE: [10] 00:00:32.966 [988] --> 00:00:35.202 [1055]

Denk darüber nach, was wir heute bewerten.

HT 5 DE: [10] 00:00:32.966 [988] --> 00:00:35.202 [1055]

Überlegen Sie, was wir heute benoten.

HT 1 DE: *Denken Sie* darüber nach, was wir heute bewerten.

HT 3 DE: [...no translation ...]

MT RO: [13] 00:00:32.966 [988] --> 00:00:34.768 [1042]

Gândiți-vă la ce evaluăm azi.

HT 5 RO: 00:00:32:28 00:00:34:23

Gândiți-vă la ce evaluăm azi.

HT 2 RO: *Gândeți-vă* la ceea ce apreciem în ziua de azi.

HT 4 RO: *Gândeți-vă* la ce evaluăm astăzi.

The untranslated text was overseen by the translator. This error creates the impression of a pause due to the prior discussion and what followed the missed translation; consequently, the severity grade is 5 rather than 25. MT, as well as HT 1 and HT 5, did not miss any text to translate. In the subtitles above, we also encounter a mismatch between the grammatical register of the personal pronoun “Du” and the polite form “Sie”, but this will be discussed in detail in section 5.2.2. No untranslated errors were found in the Romanian translations, but there is almost 100% overlap between machine- and human-produced translations.

5.1.3. Mistranslation

In the German subtitles above, we encounter a mistranslation where one term in the target text does not accurately convey the source text. In this example, I discuss the best-matching German term for “happiness”.

ST EN: But *happiness*? We leave that up to chance.

MT DE: [12] 00:00:39.806 [1193] --> 00:00:43.210 [1295]

Aber *Glück*? Das überlassen wir dem Zufall.

HAT 5: [12] 00:00:39.806 [1193] --> 00:00:43.210 [1295]

Aber *Glückseligkeit*? Das überlassen wir dem Zufall.

HT 1 DE: Aber *Glück*? Das überlassen wir dem Zufall.

HT 3 DE: Doch *glücklich sein*? Das bleibt dem Zufall überlassen.

MT RO: [15] 00:00:39.806 [1193] --> 00:00:43.210 [1295]

Dar *fericirea*? O lăsăm la voia întâmplării.

HT 5 RO: 00:00:39:24 00:00:43:06

Dar *fericirea*? O lăsăm la voia întâmplării.

HT 2 RO: Dar *fericirea*? Asta o lăsăm la voia întâmplării.

HT 4 RO: Dar *fericirea*? O lăsăm la voia întâmplării.

The word “Glück”⁵⁴(Duden 2026b) would be more suitable if the source text meant “luck”, something that is rather in the moment for a short time. But “Glückseligkeit”⁵⁵ and “glücklich sein”, despite the fact that they are synonyms of “Glück”, adequately render the

⁵⁴ <https://www.duden.de/rechtschreibung/Glueck>

⁵⁵ <https://www.duden.de/rechtschreibung/Glueckseligkeit>

sense of the source “happiness”. MT and HT 1 overlap; HT 3 opted for “glücklich sein,” and HT 5 for “Glückseligkeit”. MT goes on with “Glück” 20 times to express “happiness” throughout, with just one exception when it uses “glücklich sein” [65] 00:03:18.799 [5958] --> 00:03:22.302 [6063]. HT 5 uses “Glückseligkeit” (14) times, HT 1 (16) times and HT 3 (12) times. HT 5 suggests that the speaker's message is that the importance of happiness is better conveyed by “Glückseligkeit”. Though considering the frequency with which MT and HT 1 and HT 3 used “Glück”, the choice of “Glückseligkeit”(Duden 2026c) is debatable, as a possible mistranslation or even an overtranslation, or both choices could be accepted. However, the translation “Glück” of the original “happiness” will be rated as a neutral error, having a severity of 0 because it is just the nuance of the word, but no interruption of the “contract of illusion”. For the translation of the same text into Romanian, the following is interesting to note: the corresponding term for “happiness” has another distinct form, such as “fericirea” / “Glückseligkeit”, which differs from “noroc” / “Glück”. The meaning is conveyed correctly in the Romanian version, even by machine translation. This example will be shown just to emphasise again that the machine translation in Romanian overlapped with the solutions delivered by the participants translators.

5.1.4. Semantic errors

When it comes to idiomatic expressions, automated translation still struggles to convey the correct meaning; for example, “to flip the script” was translated word-for-word by MT, which did not capture the idiomatic meaning.

ST EN: And the good news is we *can flip the script*, [...].

MT DE: [19] 00:01:04.631 [1937] --> 00:01:08.101 [2041]

Und die gute Nachricht ist, dass wir *das Drehbuch umdrehen* können, [...]

HT 5 DE: [19] 00:01:04.631 [1937] --> 00:01:08.101 [2041]

Und die gute Nachricht ist, dass wir *das Drehbuch neu schreiben* können, [...]

HT 1 DE: Und die gute Nachricht ist: Wir können *das Blatt wenden*.

HT 3 DE: Die gute Nachricht ist: *Wir können umdenken*.

MT RO: [23] 00:01:04.631 [1937] --> 00:01:07.668 [2028]

Iar vestea cea bună este că *putem schimba cursul lucrurilor*, [...].

HT 5 RO: 00:01:04.628 --> 00:01:07.664

Iar vestea cea bună este că, *putem schimba cursul lucrurilor*,

HT 2 RO: Știrile bune sunt că noi *putem schimba scenariul*, [...].

HT 4 RO: Și vestea bună este că *putem inversa scenariul*, [...].

HT 1 found a great idiomatic expression, “das Blatt wenden”, whereas HT 5 chose the expression “das Drehbuch neu schreiben” and HT 3 took another great decision not to translate idiomatically, but to convey the meaning with “Wir können umdenken” (we can rethink it). The MT version in German, “Drehbuch umdrehen,” will be recorded as a semantic error with severity level 5. In the Romanian version, we will again find another partial overlap, and the MT does not change the sense of the idiomatic expression “flip the script”⁵⁶ (Merriam-Webster Dictionary 2026a). It renders in Romanian a “[a] schimba cursul lucrurilor” even though this is not an idiomatic expression in Romanian that is the equivalent of the English expression. The MT output and the human translations were, though, similar. Another example of an idiomatic challenge is posed by the source text with the expression “to put the cart before the horse”⁵⁷ which means to do things in the wrong order.

ST EN: Because we live in broken systems that *put the cart before the horse*.

MT DE: [167] 00:08:55.535 [16050] --> 00:09:00.006 [16184]

Weil wir in kaputten Systemen leben, die *das Pferd von hinten aufzäumen*⁵⁸.

HT 5 DE: [163] 00:08:55.535 [16050] --> 00:09:00.006 [16184]

Weil wir in einer kranken Gesellschaft leben, die *Prioritäten falsch auslegt*.

HT 1 DE: Weil wir in kaputten Systemen leben, die *das Pferd von hinten aufzäumen*.

HT 3 DE: Weil wir in einem kaputten System leben, das *falsche Prioritäten setzt*.

MT RO: [154] 00:08:55.535 [16050] --> 00:09:00.006 [16184]

Pentru că trăim în *sisteme rupte* care *pun căruța înaintea calului*.

HT 5 RO: 00:08:55:16 00:09:00:00

Pentru că trăim în *sisteme bolnave* care *pun carul înaintea boilor*⁵⁹.

HT 2 RO: Pentru că trăim într-un *sistem defect* care *pune carul înaintea boilor*.

HT 4 RO: Pentru că trăim în *sisteme defecte* care *pun căruța în fața calului*.

This time, we have a German machine translation that matches the meaning of the idiomatic expression by using an idiomatic expression in German (Uelzener Pferdemaßazin 2026). One human translator used an idiomatic equivalent that matched the MT, whereas the other two translators conveyed the meaning of the idiomatic expression. The MT in German often

⁵⁶ <https://www.merriam-webster.com/dictionary/flip%20the%20script>

⁵⁷ <https://www.merriam-webster.com/dictionary/put%20the%20cart%20before%20the%20horse>

⁵⁸ <https://uelzener.de/magazin/pferd/tipps-fuer-den-alltag/13-beliebte-sprueche-mit-pferden-und-ihre-bedeutung/>

⁵⁹ <https://vorbeste-romaneste.ro/expresie/a-pune-carul-inaintea-boilor/>

chose word-for-word solutions, and I suppose that because of the similar idiomatic expression in German, it found the perfect match in this case shown above. In Romanian, the MT rendered a word-for-word translation, which lacks idiomatic meaning. The same solution was found by HT 4. These errors will be recorded as MT and HT 4 semantic standard errors with severity 5. The following example will further underscore the pattern of machine translation: word-for-word translation.

ST EN: And here's *what I learned*.

MT EN: [30] 00:01:38.999 [2967] --> 00:01:40.667 [3017]

Und hier ist, *was ich gelernt habe*.

HT 5 DE: [30] 00:01:38.999 [2967] --> 00:01:40.667 [3017]

Folgendes *habe ich herausgefunden*.

HT 1 DE: Und das *habe ich* dabei *gelernt*.

HT 3 DE: Und hier ist, *was ich gelernt habe*.

MT RO: [32] 00:01:38.999 [2967] --> 00:01:40.667 [3017]

Și iată *ce am învățat*.

HT 5 RO: 00:01:38:29 00:01:40:20

Și iată *ce am învățat*.

HT 2 RO: Și ceea *ce am învățat*, sunt următoarele:

HT 4 RO: Și iată *ce am aflat*.

MT performed in German and Romanian the same way: it translated word-for-word without considering the context. With the exception of one human translator per language, all others performed the same way as the MT: they did not consider context or what follows in the next sentence.

5.1.5. Wrong term

MQM classifies an error as “wrong term” when a term used isn’t the one an expert would normally choose or when it doesn’t match in concept. Context appears to be a constant issue for machine translation, as it does not capture the meaning of the target language. In the upcoming case, MT opts for the word-for-word translation of “academic structure” (University of Wisconsin-Madison 2026), which in German is rendered as “akademische Struktur”. But the meaning of what was said in English is a suggestion to integrate and offer classes that teach and promote happiness as an option in the university's curriculum. Whereas

the machine translation suggested “akademische Struktur”⁶⁰, which is more of an umbrella term in the academic field and involves much more than the offered academic classes. In the German translation, HT 1 and HT 3 chose the term “Bildungssystem”, an umbrella term with a very general meaning and close to the expression “akademische Struktur”. Consequently, “akademische Struktur” and “Bildungssystem” will be rated as an incorrect term, with a severity level of 1, because the “contract of illusion” is not severely affected; the audience still understands what was said.

ST EN: Happiness is a skill, [...] why shouldn't it be required or at least offered in our *academic structure*?

MT DE: [26] 00:01:26.620 [2596] --> 00:01:30.057 [2699]

Glück ist eine Fähigkeit, [...] warum sollte es dann nicht in unserer *akademischen Struktur* verlangt oder zumindest angeboten werden?

HT 5 DE: [26] 00:01:26.620 [2596] --> 00:01:30.057 [2699]

Glückseligkeit ist eine Fähigkeit, [...] warum sollte sie dann nicht in unserem *akademischen Curriculum* verpflichtend oder zumindest angeboten werden?

HT 1 DE: Glück ist eine Fähigkeit, [...] warum sollte es dann nicht verpflichtend sein? Oder zumindest angeboten werden in unserem *Bildungssystem*?

HT 3 DE: Glück ist eine erlernbare Fähigkeit. [...] warum sollte es dann nicht verpflichtend sein oder zumindest in unserem *Bildungssystem* angeboten werden.

MT RO: [25] 00:01:17.077 [2310] --> 00:01:22.482 [2472]

Fericirea este o abilitate, [...] atunci de ce nu ar fi o cerință sau cel puțin o opțiune în *oferta noastră academică*?

HT 5 RO: 00:01:13:06 00:01:16:04

Fericirea este o abilitate, [...] atunci de ce nu ar fi o cerință sau cel puțin o opțiune în *oferta noastră academică*?

HT 2 RO: Fericirea este o abilitate, [...] atunci de ce să nu fie solicitată sau cel puțin oferită în *structura noastră academică*?

HT 4 RO: Fericirea este o competență, [...] atunci de ce să nu fie cerut sau cel puțin oferit în *structura noastră academică*?

⁶⁰ <https://academicplanning.wisc.edu/academic-structure/>

The Romanian machine translation of the same segment overlapped with the HT 5 version. In this case, “oferta academică” was the term used by MT and HT 5, which conveys the intended meaning of “offered courses.” The choices made by HT 2 and HT 4, though, presented the same issue described for the German translation of the “academic structure,” which was also translated as “sturctura⁶¹ [...] academică”(DEX Online 2026b) which does not match the meaning of the original text. Therefore, it will be rated as a wrong-term error at severity level 1 for HT 2 and HT 4.

5.1.6. Applied gender-neutral strategies

The next translation segment offers the opportunity to see how gender-neutral language has been used by the machine and translators. Gender-neutral language poses a challenge for machine translation as well as for human translators, with the difference that machine translation will typically opt for the generic masculine form, whereas human translators can choose whether to use a particular strategy. One of the challenges for inclusive terminology is posed by professional identity, as shown in the following example:

ST EN: As a *professor* at Vanderbilt, I made the strategic decision to assess happiness in my positive psychology class.

MT DE: [27] 00:01:31.391 [2739] --> 00:01:32.993 [2787]

Als *Professor* an der Vanderbilt University traf ich die strategische Entscheidung, Glück in meinem Kurs über positive Psychologie zu bewerten.

HT 5 DE: [27] 00:01:31.391 [2739] --> 00:01:32.993 [2787]

Als *Universitätsprof_ex* an der Vanderbilt entschied ich mich strategisch, Glückseligkeit in meinem Kurs über positive Psychologie zu bewerten.

HT 1 DE: Als *Professorin* an der Vanderbilt University traf ich die **strategische** Entscheidung, *Glück* zu untersuchen.

HT 3 DE: Als *Professorx* an der Vanderbilt Universität entschied ich mich bewusst dafür, *Glück* in meiner Vorlesung über positive Psychologie zu bewerten.

MT RO: [29] 00:01:31.391 [2739] --> 00:01:32.993 [2787]

Ca *profesor* la Vanderbilt, am luat decizia strategică de a evalua *fericirea* la cursul meu de psihologie pozitivă.

HT 5 RO: 00:01:31:11 00:01:32:29

⁶¹ <https://dexonline.ro/definitie/structura>

Ca *profesorx* la Vanderbilt, am luat decizia strategică de a evalua *fericirea* la cursul meu de psihologie pozitivă.

HT 2 RO: În calitate de *profesor* la universitatea Vanderbilt, m-am decis în mod strategic să determin valoarea *fericirii* în cadrul cursului meu de psihologie pozitivă.

HT 4 RO: Ca *profesoară* la Vanderbilt, am luat decizia strategică să evaluez fericirea în cursul meu de psihologie pozitivă.

In the original English, the sentence carries no explicit gender marking. English does not grammatically gender nouns such as “professor”. Both Romanian and German, however, require a gendered form, which means that every translator must take an active decision about how to render the speaker's professional role adequately.

The MT into German opts for the generic masculine “Professor”, which is the conventional default in German, but does not reflect the speaker's identity as a woman. This constitutes a standard-level GNL error, since the generic masculine actively misrepresents the person's identity in the target language. In the German translation, HT 1 corrects this by using the feminine form “Professorin”, which is technically accurate but does not constitute a gender-neutral solution – it simply marks the correct binary gender. A better solution would have been to opt for “Lehrkraft” or “Lehrende”. A spelling error slipped into the HT 1 translation as well. HT 3 uses “Professorx”, applying the neostrategic x-suffix consistently throughout. HT 5 uses the same form “Universitätsprofessorx” as HT 3, combining it with the suffix -x. The Romanian translations of the same part show, in part, the implementation of the x-strategy and the mention of both gender forms, or no GNL at all. The machine translation uses the generic masculine “profesor”, which is the Romanian conventional default. HT 2 uses the masculine “professor”, whilst HT 4 uses the feminine “profesoară”, which shows the same pattern as in German and reflects the possible speaker's identity. HT 5 uses the x-strategy “profesorx”. The generic masculine and feminine forms, or the mention of both genders, will be considered minor errors with a severity level of 1. The speech has provided many opportunities for inclusive terminology, which were used to varying degrees.

ST EN: As a cognitive *psychologist* by training, [...]

MT DE: [48] 00:02:32.919 [4583] --> 00:02:35.322 [4655]

Als *ausgebildeter Kognitionspsychologe* [...]

HT 5 DE: [47] 00:02:32.919 [4583] --> 00:02:35.322 [4655]

Als ausgebildete *Kognitionspsychologx*

HT 1 DE: Als ausgebildete *Kognitionspsychologin* [...]
 HT 3 DE: Als *ausgebildetx kognitivx Psychologx*
 MT RO: [47] 00:02:32.919 [4583] --> 00:02:35.322 [4655]
 Ca *psiholog cognitiv* de profesie, [...]
 HT 5 RO: 00:02:32:27 00:02:35:09
 Ca *psihologx cognitiv* de profesie, [...]
 HT 2 RO: În calitate de *psiholog cognitiv* prin formare, [...]
 HT 4 RO: Ca *psihologă cognitivă* prin formare, [...]

It can be observed that the German and Romanian translations use non-discriminatory terminology with a certain degree of uncertainty. This can be said based on the fact that, for example, HT 5 uses the x-suffix in “ausgebildete Kognitionspsychologx”, but forgets to adjust the ending of the adjective “ausgebildete” in “ausgebildetx” as HT 3 has perfectly applied “ausgebildetx kognitivx Psychologx”. HT 1 decide to use the feminine form. The same phenomenon can be observed in Romanian. HT 5 uses the x-suffix only for the noun “psihologx” without adjusting the adjective “cognitiv”. HT 2 uses the generic masculine, and HT 4 opts for the feminine adjustment. Further challenges are posed by the word “students”, a term translated by the MT into German, sometimes as “Schüler” and sometimes as “Studenten”. HT 1 uses the widely accepted and well-known terms “Studierende” and “Lernende” in German-speaking countries, which is a great solution for inclusive communication. HT3 deploys the neo x-suffix constantly, “Studentx”, and also uses the possessive adjective “xier Studierendx”.

ST EN: These students are playing the long game [...]
 MT DE: [120] 00:06:23.283 [11487] --> 00:06:26.586 [11586]
 Diese *Schüler* spielen das lange Spiel [...]
 HT 5 DE: [116] 00:06:23.283 [11487] --> 00:06:26.586 [11586]
 Diese *Studentxs* planen langfristig [...]
 HT 1 DE: Diese *Studierenden* spielen das Langzeitspiel.
 HAT 3 DE: *Xier Studierendx* denken permanent an die Zukunft [...]
 MT RO:[113] 00:06:23.283 [11487] --> 00:06:26.586 [11586]
 Acești *studenți* joacă jocul lung [...]
 HT 5 RO: 00:06:23:08 00:06:26:17
 Acești *indivizi* joacă un joc de durată, [...]

HT 2 RO: *Acești studenți* joacă jocul de termen lung, [...]

HT 4 RO: *Aceste studente și acești studenți* gândesc pe termen lung [...]

HT 5 uses the x-strategy for the German translation “Studentx” for singular and “Studentxs” for plural, but forgets to adjust the possessive pronoun “mein” and “meine”. In other sentences HT 5 only adjusted the ending with x, which makes the reading difficult as it writes “meinxs Studentxs”. So, it shows inconsistency in the use of the x-suffix. HT 1 again uses the form “Studierende” wisely, which does not request the adjustment of the demonstrative adjective “diese”. HT 3 tries the x-strategy and the neutralisation of the demonstrative adjective again by using “xier”. The Romanian translations delivered by MT, HT 5, and HT 2 are generic masculine, whereas HT 4 uses both genders for inclusivity. The terms used by MT, HT 5 and HT 2 “studenții” (students) and “indivizi” (individuals) are the plural form, which includes all, but they have the form of the generic masculine. As noted by the reviewer of the Romanian translation submitted to CaptionHub for publishing, “indivizi” (individuals) has a negative connotation. Inconsistency is noticed in German MT and Romanian MT equally when “students” is rendered most of the time with “Studenten”, and one time the German MT chooses “Schüler” and the Romanian MT “elevii”.

ST EN: When my *students* tell me [...]

MT DE: [136] 00:07:10.830 [12912] --> 00:07:15.035 [13038]

Wenn *meine Schüler* mir sagen, [...]

HT 5 DE: [132] 00:07:10.830 [12912] --> 00:07:15.035 [13038]

Wenn ich *meinxs Studentxs* höre, [...]

HT 1 DE: Wenn meine Studierenden mir sagen, [...]

HT 3 DE: Wenn *meine Studentx* mir sagen, dass *xier* Freude

MT RO: [127] 00:07:10.830 [12912] --> 00:07:15.035 [13038]

Când *elevii* mei îmi spun că [...]

HT 5 RO: 00:07:10:24 00:07:15:01

Când *cursanții* mei îmi spun că [...]

HT 2 RO: Când *studenții* mei îmi spun [...]

HT 4 RO: Când *studentele și studenții* îmi spun [...]

In this analysis, there is only one instance in which MT prefers the feminine over the masculine in the German and Romanian translations. The original is the same as in the other

sentences, “one student”, but it is translated in German as “eine Studentin” and in Romanian as “o studentă”. This happened because it was used in an alternative narrative, “one student” and “another student”; therefore, the German MT used the feminine form, HT 5 combines this time the gender gap with the x-suffix, and HT 3 used the x-suffix strategy consistently, whereas HT 1 chooses the epicene “[e]ine Person”, which is a great choice for inclusivity.

ST EN: One student wrote about [...]

MT DE: [98] 00:05:07.307 [9210] --> 00:05:10.177 [9296]

Eine Studentin schrieb darüber, [...]

HT 5 DE: *Ein_x Student_x* schrieb darüber, [...]

HT 1 DE: *Eine Person* schrieb darüber, [...]

HT 3 DE: *Einx Studierendx* schrieb über [...]

MT RO: [93] 00:05:07.307 [9210] --> 00:05:10.177 [9296]

O studentă a scris despre petrecerea timpului cu familia ei

HT 5 RO: 00:05:07:09 00:05:10:05

Cineva din curs a descris [...]

HT 2 RO: *O studentă* a scris despre [...]

HT 4 RO: *O studentă* a scris despre [...]

The Romanian MT chooses the same strategy as the German MT, the female version “O studentă”, and HT 2 and HT 4. HT 5 chooses an indefinite pronoun, which is a great strategy for inclusivity. The translations delivered by MT in German will be rated as standard errors with a severity of 5, whereas the Romanian translations delivered by MT, HT 2 and HT 4 will be rated as minor errors with a severity of 1. The difference in rating is influenced by the existing awareness in German-speaking countries, as opposed to the recognition and implementation of gender-neutral strategies in Romania. One of the most interesting deployments of the new strategies occurred in the next passage. In comparison to the machine translations and human translators, HT 3 adapts “xier”, the gender-neutral pronoun, instead of “du” or “Sie” in the German version. The Romanian version falls flat due to a phenomenon very common in Romanian translations, in which the personal pronoun is inferred from the ending of the verb.

ST EN: Why are you here today for this event on Joy?

MT DE: [166] 00:08:51.164 [15919] --> 00:08:54.334 [16014]

Warum bist *du* heute zu dieser Veranstaltung über Joy hier?

HT 5 DE: [162] 00:08:51.164 [15919] --> 00:08:54.334 [16014]

Warum sind *Sie* heute bei dieser Veranstaltung über Glückseligkeit?

HT 1 DE: Warum sind *Sie* heute hier bei dieser Veranstaltung über Freude?

HT 3 DE: Warum seid *xier* heute hier bei dieser Veranstaltung über das Glück?

MT RO: [153] 00:08:51.164 [15919] --> 00:08:54.334 [16014]

De ce sunteți aici astăzi pentru acest eveniment despre Joy?

HT 5 RO: De ce sunteți aici astăzi la acest eveniment despre bucurie?

HT 2 RO: De ce te afli azi aici la acest eveniment despre bucurie?

HT 4 RO: De ce sunteți aici azi la acest eveniment despre Bucurie?

5.2. Acceptability Errors

5.2.1. Grammar errors

In the next section, I will describe the category of grammar register which is assigned in the gold-standard metrics to the umbrella category “acceptability”, which, according to Pedersen's FAR Model, refers to the conformity of the translation with the norms of the target language (Pedersen 2017: 220) and overlap with the “linguistic conventions” defined by MQM⁶² which include grammar rules, idiomaticity, punctuation, spelling and other metrics.

One of the obvious differences between English and Romanian, respectively, German, lies in how respect is expressed towards an unknown audience and which linguistic means are used to do so. My expectation for the entire translation of the speech is to use the polite pronoun “dumneavoastră” in Romanian and “Sie” in German when addressing an unknown audience. This is my personal expectation, even though the “Du” form had already begun to take over in the academic environment in German-speaking countries in the 1960s. “Sie” pronoun has been used as a way to show respect, distance or level of familiarity (Buchberger 2018: 1). If the machine translation is word-for-word, it will be rated as an error because it doesn't match the context or the author's expectations when analysing the translation.

“Du” vs “Sie” in audiovisual translation, one of the most common errors noted in machine translations from English into German is the use of the personal pronoun “Du” instead of “Sie” due to the fact that English does not have the “Höflichkeitsform”, the formal

⁶² <https://themqm.org/the-mqm-typology/>

pronoun “Sie”. The machine translation into German addresses the audience using the personal pronoun “Du”, which is not mentioned but is implied by the ending of the imperative form of the verb, which overlaps with the solution of HT 3. This way of addressing is rather uncommon in German, since the speech is delivered by a professor to an unknown audience. Based on this, the machine translation has to be post-edited by a human translator.

ST EN: Complete this sentence.

MT DE: [1] 00:00:02.169 [65] --> 00:00:03.504 [105]

Vervollständige diesen Satz.

HT 5 DE: [1] 00:00:02.169 [65] --> 00:00:03.504 [105]

Ergänzen Sie den Satz.

HT 1 DE: *Vervollständigen Sie diesen Satz.*

HT 3 DE: *Vervollständige diesen Satz.*

MT RO: [1] 00:00:02.169 [65] --> 00:00:04.004 [120]

Completați această propoziție.

HT 5 RO: 00:00:02:05 00:00:04:00

Completați această propoziție.

HT 2 RO: *Completați această propoziție.*

HT 4 RO: *Completați această propoziție.*

HT5 decided to use “ergänzen” instead of “vervollständigen,” which conveys the same meaning and addresses an unknown German audience in the polite form, using the personal pronoun “Sie”. HT 5 rephrased and shortened the sentence due to the time and length constraints, while maintaining the polite form. If the translation is adjusted to the polite form while keeping the same verb “vervollständigen Sie”, as HT 1 chose, the sentence becomes too long and is flagged by CaptionHub as an error that must be corrected. Because HT 1 did not have access to the CaptionHub platform for subtitling, the line length will not be rated as an error in the translation delivered by all other translators except HT 5. In this case, the second-person singular addressing of an unknown audience was rated in the “acceptability” category, subcategory “grammatical register” as minor, because it does not affect the “contract of illusion” (Pedersen 2017: 217). It was not assigned to the neutral error because some audience members would expect to be addressed with “Sie”.

The Romanian translation of the same sentence has been done identically by the MT and all human translators, and the form of addressing was the polite form implied in the

termination of the verb “completați”. It can be interpreted as “completați dumneavoastră” or “completați voi”, so the audience can decide which form they will accept for that particular moment. Leaving out the pronoun is also consistent with the strategy of avoiding gendered terms, gendered pronouns, or pronouns altogether to fulfil the expectations of non-discriminatory communication. The Romanian MT has performed better in terms of inclusivity and politeness than the German MT. I mentioned the Romanian translation not as an error, but to indicate that many machine and human translations overlap, which supports the idea of increased productivity.

This pattern of addressing the audience with “you,” translated in German as “Du,” continues throughout, but Romanian differs in many circumstances. The example below has been repeated as it contains different types of errors, but this time the grammatical disagreement will be discussed.

ST EN: Think about what we grade today.

MT DE: [10] 00:00:32.966 [988] --> 00:00:35.202 [1055]

Denk darüber nach, was wir heute bewerten.

HT 5 DE: [10] 00:00:32.966 [988] --> 00:00:35.202 [1055]

Überlegen Sie, was wir heute benoten.

HT 1 DE: *Denken Sie* darüber nach, was wir heute bewerten.

HT 3 DE: [.....no translation ...]

MT RO: [13] 00:00:32.966 [988] --> 00:00:34.768 [1042]

Gândiți-vă la ce evaluăm azi.

HT 5 RO: 00:00:32:28 00:00:34:23

Gândiți-vă la ce evaluăm azi.

HT 2 RO: *Gândiți-vă* la ceea ce apreciem în ziua de azi.

HT 4 RO: *Gândiți-vă* la ce evaluăm astăzi.

The German MT uses the personal pronoun “Du”, which is inferred from the verb's form and person, whereas HT 1 and HT 5 decide to use the polite form “Sie”. The Romanian solutions overlap again and, anew, give the audience the opportunity to interpret the preferred form of address, “gândiți-vă voi” or “gândiți-vă dumneavoastră”.

5.3. Readability Errors

5.3.1. Segmentation, reading speed and line length

Segmentation or truncation is a technical parameter that, according to MQM, falls under “Design and markup” and addresses “errors related to the physical design or presentation of a translation product,” and it influences reading speed and time.

According to Pedersen’s readability parameters, the viewer should be able “to read the subtitles effortlessly” (Pedersen 2017: 221). This error type flags the text as difficult to read because of its length or, in this particular case, perhaps due to different inclusive strategies. This would mean the audience cannot read the entire text within the allocated time. The negative effect is that it “distracts the viewer” (Pedersen 2017: 221), who loses some information in the reading process. I present to you the view on the CaptionHub platform, which provides automated settings for line length with a maximum of 42 characters per line and 1-second to 7-second caption duration limits (TED Translators Program 2026). Despite the automatic settings, the machine translation cannot adapt to those settings and produces translations that are too long, which are then labelled red and must be post-edited before submission of the end product, as shown in Figure 13.

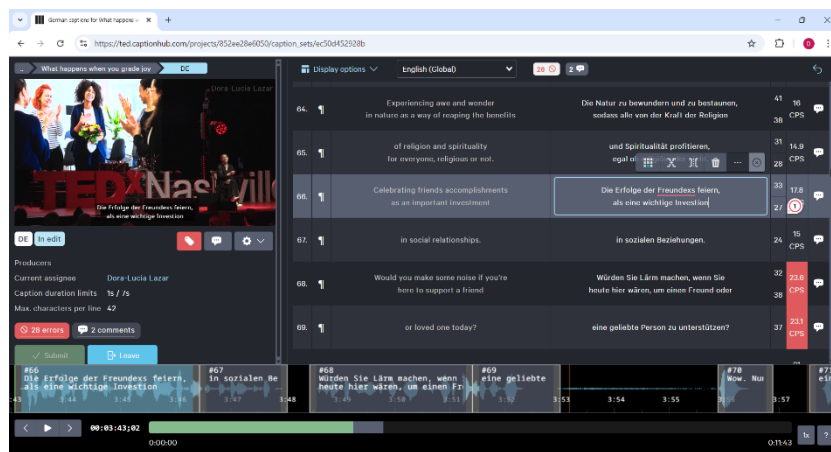


Figure 13: Segmentation and truncation labelled acc. to CaptionHub

The evaluation of this metric can only be done on the MT output. HT 5 had access to the platform, while the other translators could not access CaptionHub or work on the same video. Therefore, only the MT and HT 5 productions could be verified for readability. This error is considered a standard error with a severity level of 5 because it must be corrected before submitting the translation. Another reason for the high score assignment is that it takes

time to adjust the length and find matching wording. Here, the question arises whether an error can be assigned to two or more error groups. Both MTs in Romanian and German had many errors in line length and characters per second, which had to be corrected by HT 5 before submitting the translations. The translation of HT 5 was submitted to the TED Talks reviewer prior to publication. The reviewer emphasised the importance of segmentation: it must be done carefully, avoiding division of “units of sense,” and lines should not end with prepositions, conjunctions, adverbs, or relative pronouns.

6. Findings

6.1. Evaluation tables by translations

In this section, I will present the evaluation results against the gold-standard set, combining Pedersen's FAR Model and MQM metrics for each language and translator. The severity penalty multiplier remained according to MQM.

Generally, machine translation produces adequate results, though it makes several mistakes, such as semantic errors, mistranslations and wrong-term choices, which then have to be post-edited and require the intervention of a human translator.

One of the main issues with MT is the semantic errors emerging from translating idiomatic phrases, as MT predominantly uses a word-for-word approach, thereby distorting the target texts and affecting Pedersen's “contract of illusion”. Idiomatic expressions pose difficulties for the machine, as it is clearly seen in the following sentence “Și le-am spus, că nu am piele în acest joc” and should mean “And I told them I have no skin in this game”⁶³, which means to have an advantage from something (YourDictionary.com 2026). A better solution would have been “nu am nimic de câștigat”. The same observation can be made on “Acești studenți joacă jocul lung” ([t]hese students are playing the long game) or “fiecare uncie de energie este investită” (every ounce of energy is being invested), where the word “ounce” is literally translated “uncie” and used in the subtitle (DEX Online 2026c).

⁶³ <https://www.yourdictionary.com/skin-in-the-game>

MQM 2.0 Dual Evaluation Scorecard: Raw and Linear Calibrated								
Client	Project Name		Translator		Evaluator			
University Vienna Zentrum für Translationswissenschaft Univ.-Prof. Dragoş Ioan Ciobanu, PhD	Master's Thesis		Machine Translation RO		Dora-Lucia Lazar			
	Source Language	Target Language		Total Word Count	Evaluation Word Count (EWC)	Content Type		
	EN	RO		3000	1610	Audiovisual Translation "What happens when we grade joy"		
Score Calculation Parameters		Maximum Score Value (MSV)	Passing Threshold Raw QS	Passing Threshold Calibrated QS	Reference Word Count (RWC)	Acceptable Penalty Points/RWC		
		100	90	90	1000	10		
Evaluation Results		Quality Rating (QR)	Raw Quality Score (RQS)	Absolute Penalty Total (APT)	Per-Word Penalty Total (PWPT)	Normed Penalty Total (NPT)	Calibrated Quality Score (CQS)	Calibrated Quality Rating (CQR)
		Fail	69.63	489	0.303726708	303.73	-203.73	Fail
General Comment								
Note to the LQA evaluator: Please provide a detailed comment on quality of the evaluated sample.								
Severity Penalty Multiplier	0		1	5	25			
Error Type	Neutral Errors Count	Minor Errors Count	Standard Errors Count	Serious Errors Count	Error Type Penalty Total (ETPT)	Weighted ET Penalty Points	Normed ET Penalty Points	Error Type Weight
FUNCTIONAL EQUIVALENCE	0	0	0	0	0	0	0.00	1
Semantic errors	0	1	2	2	61	61	37.89	1
Stylistic errors	0	0	0	0	0	0	0.00	1
Inconsistent use of terminology	0	0	0	0	0	0	0.00	1
Wrong term	0	1	0	1	56	56	34.78	1
Mistranslation	0	0	0	3	105	105	65.22	1
Overtranslation	0	0	0	0	0	0	0.00	1
Undertranslation	0	0	0	0	0	0	0.00	1
Addition	0	0	2	0	10	10	6.21	1
Omission	0	1	0	0	1	1	0.62	1
Untranslated	0	1	0	0	1	1	0.62	1
Gender-neutral language	0	20	0	0	20	20	12.42	1
ACCEPTABILITY	0	0	0	0	0	0	0.00	1
Grammar (Agreement, Grammatical register)	0	0	5	0	25	25	15.53	1
Punctuation	0	0	0	0	0	0	0.00	1
Spelling	0	0	0	0	0	0	0.00	1
Unclear Reference	0	0	0	0	0	0	0.00	1
READABILITY	0	0	0	0	0	0	0.00	1
Segmentation & spotting	0	0	0	0	0	0	0.00	1
Punctuation & graphics	0	0	0	0	0	0	0.00	1
Reading speed & line length	0	0	42	0	210	210	130.43	1
Grand Total	0	24	63	6	489	489	303.73	

Figure 14: Evaluation Machine Translation RO

According to DEX⁶⁴ online, “uncie” means “veche unitate de măsură pentru greutate”, which is used in certain circumstances, but not appropriate for this situation. In this case, it should be replaced with something more authentic and understandable, such as “fiecare pic de energie” or another suitable idiomatic expression. The Romanian output is clearly far from the original text's message, using a word-for-word translation and resulting in a mistranslation severity of 25. To the same severity level, but assigned this time to the semantic error subcategory, another word-for-word translation will be added: “Şi ceea ce este sălbatic este că funcţionează” should represent the original “And what's wild is, it works”. The word “wild” has a completely different meaning in this context. The translation “sălbatic” is just the translation without the context. The contextual real meaning is “uluitor”, “surprinzător”, “extraordinar”. The following case of wrong term and mistranslation emerges from the use of idiomatic expressions, where the production in Romania is a word-for-word translation: “Pentru că trăim în sisteme rupte, care pun căruţa înaintea calului” (Because we live in broken systems that put the cart before the horse) (Merriam-Webster Dictionary 2026b). The translation of “broken system” with “sisteme rupte” does not match the experience of the audience, even though the meaning is caught somehow. The idiomatic

⁶⁴ <https://dexonline.ro/definitie/uncie>

translation was rendered with identical word translation “care pun căruța înaintea calului”, but the idiomatic expression in Romanian would be “a pune carul înaintea boilor”⁶⁵ (Vorbește Românește 2026)

Word-for-word solutions are found throughout. The translation “lucrul numărul unu predat în școli” (the number one thing taught in schools) refers to the subject and curriculum content, and instead of “lucrul”, the word “materia” would be a more accurate choice. The machine performed a word-for-word translation, which does not convey the meaning of the original, but since the Romanian word “lucrul” is used informally as a placeholder noun in everyday communication and the “contract of illusion” is not severely affected, this will be assigned to the minor error with severity 1. Further errors are added to the mistranslation evaluation: “ei fac obiceiurile pe care le reflectă” (They do the habits they reflect.) with a severity of 5. But when a wrong term breaks the “contract of illusion”, then the error will be assigned to the severity level 25, as we experience in “Un disc rupt mi-a lovit măduva spinării” (A ruptured disc impinged on my spinal cord). MT just gives the same word as in the original, which might be accepted, but could also not make sense in the target language.

Synonyms are translated with the same word, resulting in the same word appearing twice in the same sentence. The machine faces challenges when synonyms are used in the same sentence: “am creat sisteme pe care le menținem și care pun accentul pe realizări, realizări și pe bunurile materiale” (and maintain systems that emphasize accomplishments, achievements, and possessions as means). The terminology in this case will be rated as a wrong term because it uses the same term twice, one after another; it should be replaced with a different synonym and will be counted in the wrong-term group with severity 5.

Colloquial expressions do not match the target language expectations. “woo, woo – bullshit” which is rendered as “că știau că nu le atribuisem doar niște prostii woo woo“, but “woo woo” is neither a colloquial expression nor something that makes sense in Romanian nor in German. Instead, “tâmpenii” (nonsense) or “Blödsinn” or “Unsinn” (nonsense) could capture much better the meaning and would be more authentic. Because of the unnatural flow and awkwardness, the error could be assigned to more than one error group, such as mistranslation, wrong term and awkward style. But it will only be rated as a wrong term with a severity of 5.

Grammatical register and disagreements in grammar appear to cause errors for the MT, as shown in the use of polite pronouns, which are in Romanian very common, rather

⁶⁵ <https://dexonline.ro/definitie/a%20pune%20carul%20inaintea%20boilor>

than the “you” form, especially when the audience is unknown. In Romanian, the polite address with “dumneavoastră” is perceived as a form of respect, and in this case, the level of severity is higher than in German because in German-speaking countries, the “Du” address form is more accepted by society and in a familiar environment, despite the fact that “Sie” is still required in the same way as in Romanian: to show respect and keep distance.

Last but not least, the gender-neutral language is mostly ignored by the Romanian MT. It applies the generic masculine as a default, sometimes switching to the feminine form. The good thing about the Romanian language is that it offers epicenes, words that can be used as a strategy for inclusive communication, which are part of the existing vocabulary. MT in Romanian ignores the context, the information provided by the images of the people on screen, and the acoustic information. Besides the use of epicenes (DEX Online 2026a), those expressions which only have one form for the masculine and feminine, such as “oamenii de știință” (scientists), “toți / toții” (all people), “lumea” (people), which are embedded in the Romanian grammar and language, the machine translation into Romanian makes no attempt to introduce gender-neutral or gender-inclusive forms anywhere in the text. References to students are rendered consistently as “studenți”, which is grammatically masculine plural. There is no use of paired forms, such as “studenți” and “studente” or any other neosystem gender-neutral solution. And when “one student” is speaking, the machine translation will inconsistently decide to use either “o studentă a scris despre” (one student wrote about) or “un alt student a spus” (another student said). And “one student” is a recurrent word translated here with “un student” or “o studentă”. The speech is going on, and the person, who is a woman as in our video, carries on with her speech and points out “I’m a bit surprised” or “Being able to forgive”, “I woke up paralyzed from the waist down” the machine translation will again not consider the context, which comes from the image and the voice, if not from the previous information in text, that here a woman is speaking and will translate into Romanian “Sunt puțin surprins” or “A fi capabil să ierți”, or “m-am trezit paralizat de la talie în jos”. In this case, “surprins”, “capabil”, and “paralizat” are the masculine forms, and also, this choice will be recorded as an error in the gender-neutral scoring. At some point, the automated output renders “elevii” (students), which is partially incorrect in this context. There was no use of any other gender-inclusive terminology in the MT output, aside from the regular epicene and the avoidance of personal pronouns. These results show the importance of human translators and their contribution to translation quality, especially when new challenges arise, such as implementing gender-neutral communication.

MQM 2.0 Dual Evaluation Scorecard: Raw and Linear Calibrated								
Client	Project Name		Translator		Evaluator			
University Vienna Zentrum für Translationswissenschaft Univ.-Prof. Dragoş Ioan Ciobanu, PhD	Master's Thesis		Machine Translation DE		Dora-Lucia Lazar			
	Source Language	Target Language		Total Word Count	Evaluation Word Count (EWC)	Content Type		
	EN	DE		3000	1610	Audiovisual Translation "What happens when we grade joy"		
Score Calculation Parameters		Maximum Score Value (MSV)	Passing Threshold Raw QS	Passing Threshold Calibrated QS	Reference Word Count (RWC)	Acceptable Penalty Points/RWC		
		100	99	90	1000	10		
Evaluation Results		Quality Rating (QR)	Raw Quality Score (RQS)	Absolute Penalty Total (APT)	Per-Word Penalty Total (PWFPT)	Normed Penalty Total (NPT)	Calibrated Quality Score (CQS)	Calibrated Quality Rating (CQR)
		Fail	96,34	59	0,036645963	36,65	63,35	Fail
General Comment								
Note to the LQA evaluator: Please provide a detailed comment on quality of the evaluated sample.								
Severity Penalty Multiplier		0	1	5	25			
Error Type	Neutral Errors Count	Minor Errors Count	Standard Errors Count	Serious Errors Count	Error Type Penalty Total (ETPT)	Weighted ET Penalty Points	Normed ET Penalty Points	Error Type Weight
FUNCTIONAL EQUIVALENCE	0	0	0	0	0	0	0,00	1
Semantic errors	0	0	2	0	10	10	6,21	1
Stylistic errors	0	0	0	0	0	0	0,00	1
Inconsistent use of terminology	0	0	0	0	0	0	0,00	1
Wrong term	0	1	0	0	1	1	0,62	1
Mistranslation	17	4	0	0	4	4	2,48	1
Overtranslation	0	0	0	0	0	0	0,00	1
Undertranslation	1	2	0	0	2	2	1,24	1
Addition	0	0	0	0	0	0	0,00	1
Omission	0	0	0	0	0	0	0,00	1
Untranslated	0	0	0	0	0	0	0,00	1
Gender-neutral language	0	0	8	0	40	40	24,84	1
ACCEPTABILITY	0	0	0	0	0	0	0,00	1
Grammar (Agreement, Grammatical register)	0	2	0	0	2	2	1,24	1
Punctuation	0	0	0	0	0	0	0,00	1
Spelling	0	0	0	0	0	0	0,00	1
Unclear Reference	0	0	0	0	0	0	0,00	1
READABILITY	0	0	0	0	0	0	0,00	1
Segmentation & spotting	0	0	1	0	5	5	3,11	1
Punctuation & graphics	0	0	0	0	0	0	0,00	1
Reading speed & line length	0	32	0	0	32	32	19,88	1
Grand Total	18	9	10	0	59	59	36,64596273	

Figure 15: Evaluation Machine Translation DE

The German MT demonstrates errors similar to those in the Romanian automated production: semantic errors caused by idiomatic expressions, grammar register issues regarding the use of the polite form of the personal pronoun “Sie” vs the personal pronoun “Du” and other errors. This kind of result is conditioned by the fact that both languages are grammar gender languages. Regarding the use of gender-neutral terminology, expectations for the German MT were set higher due to the topic's recognition in daily discourse and the academic environment, as well as the distinct strategies already proposed by several bodies. As a result, the evaluation of gender-neutral errors was assigned a higher severity level than that of errors in the Romanian output. In particular, the MT uses the generic masculine when translating job titles, such as “Professor” and “Psychologe”, both masculine forms, “Als Professor an der Vanderbilt University” (as a professor at Vanderbilt) and “Als ausgebildeter Kognitionspsychologe” (as a trained cognitive psychologist). References to “students” are rendered inflationarily as “Studenten” and sometimes inconsistently as “Schüler”. These masculine forms claim to represent mixed or generic groups, but women and non-binary individuals are invisible. It is worth noting that no other well-known, established gender-neutral strategies were used in the MT of the German subtitle output.

MQM 2.0 Dual Evaluation Scorecard: Raw and Linear Calibrated								
Client	Project Name		Translator		Evaluator			
University Vienna Zentrum für Translationswissenschaft Univ.-Prof. Dragos Ioan Ciobanu, PhD	Master's Thesis		Human Translator 1		Dora-Lucia Lazar			
	Source Language	Target Language		Total Word Count	Evaluation Word Count (EWC)	Content Type		
	EN	DE		3000	1610	Audiovisual Translation "What happens when we grade joy"		
Score Calculation Parameters		Maximum Score Value (MSV)	Passing Threshold Raw QS	Passing Threshold Calibrated QS	Reference Word Count (RWC)	Acceptable Penalty Points/RWC		
		100	99	90	1000	10		
Evaluation Results		Quality Rating (QR)	Raw Quality Score (RQS)	Absolute Penalty Total (APT)	Per-Word Penalty Total (PWPT)	Normed Penalty Total (NPT)	Calibrated Quality Score (CQS)	Calibrated Quality Rating (CQR)
		Pass	99,38	10	0,00621118	6,21	93,79	Pass
General Comment								
Note to the LQA evaluator: Please provide a detailed comment on quality of the evaluated sample.								
Severity Penalty Multiplier	0	1	5	25				
Error Type	Neutral Errors Count	Minor Errors Count	Standard Errors Count	Serious Errors Count	Error Type Penalty Total (ETPT)	Weighted ET Penalty Points	Normed ET Penalty Points	Error Type Weight
FUNCTIONAL EQUIVALENCE	0	0	0	0	0	0	0,00	1
Semantic errors	0	0	1	0	5	5	3,11	1
Stylistic errors	0	0	0	0	0	0	0,00	1
Inconsistent use of terminology	0	0	0	0	0	0	0,00	1
Wrong term	0	1	0	0	1	1	0,62	1
Mistranslation	16	2	0	0	2	2	1,24	1
Overtranslation	0	0	0	0	0	0	0,00	1
Undertranslation	0	0	0	0	0	0	0,00	1
Addition	0	0	0	0	0	0	0,00	1
Omission	0	0	0	0	0	0	0,00	1
Untranslated	0	0	0	0	0	0	0,00	1
Gender-neutral language	0	0	0	0	0	0	0,00	1
ACCEPTABILITY	0	0	0	0	0	0	0,00	1
Grammar (Agreement, Grammatical register)	0	0	0	0	0	0	0,00	1
Punctuation	0	0	0	0	0	0	0,00	1
Spelling	0	2	0	0	2	2	1,24	1
Unclear Reference	0	0	0	0	0	0	0,00	1
READABILITY	0	0	0	0	0	0	0,00	1
Segmentation & spotting	0	0	0	0	0	0	0,00	1
Punctuation & graphics	0	0	0	0	0	0	0,00	1
Reading speed & line length	0	0	0	0	0	0	0,00	1
Grand Total	16	5	1	0	10	10	6,211180124	

Figure 16: Evaluation Human Translation HT 1 DE

Human Translator HT 1 translates into German and is one of the most experienced translators with some years of practice. HT 1 produces a remarkable, gender-sensitive translation that consistently uses inclusive terminology throughout. Even though HT 1 started with the gender marking of the speaker as a “Professorin” and “Psychologin” based on visual information, name, and voice, gender-neutral strategies were applied, such as the present participle used as a noun “Studierende”, “Lernende” replacing the generic masculine forms “Studenten” and “Schüler”. HT 1 used further neutral expressions for the “employers” and “employees”, such as “Arbeitgebende” and “Mitarbeitende”. Epicenes are also applied, such as “eine Person” (a person), in order to avoid gender marking. HT 1 follows the instructions and uses gender-neutral strategies already accepted in German, rather than experimenting with new ones. The production of HT 1 contains minor errors, such as spelling errors. The 16 errors rated as mistranslation stem from the decision to use “Glück” (happiness, joy) instead of “Glückseligkeit”, a choice that remains debatable. The only parameter that couldn’t be rated was “Readability” because HT 1 did not have access to CaptionHub. The regular errors found did not significantly affect the quality of the translation.

MQM 2.0 Dual Evaluation Scorecard: Raw and Linear Calibrated								
Client	Project Name		Translator		Evaluator			
University Vienna Zentrum für Translationswissenschaft Univ.-Prof. Dragoş Ioan Ciobanu, PhD	Master's Thesis		Human Translator 3		Dora-Lucia Lazar			
	Source Language	Target Language		Total Word Count	Evaluation Word Count (EWC)	Content Type		
	EN	DE		3000	1610	Audiovisual Translation "What happens when we grade joy"		
Score Calculation Parameters		Maximum Score Value (MSV)	Passing Threshold Raw QS	Passing Threshold Calibrated QS	Reference Word Count (RWC)	Acceptable Penalty Points/RWC		
		100	99	90	1000	10		
Evaluation Results		Quality Rating (QR)	Raw Quality Score (RQS)	Absolute Penalty Total (APT)	Per-Word Penalty Total (PWPT)	Normed Penalty Total (NPT)	Calibrated Quality Score (CQS)	Calibrated Quality Rating (CQR)
		Pass	99,07	15	0,00931677	9,32	90,68	Pass
General Comment								
Note to the LQA evaluator: Please provide a detailed comment on quality of the evaluated sample.								
Severity Penalty Multiplier		0	1	5	25			
Error Type	Neutral Errors Count	Minor Errors Count	Standard Errors Count	Serious Errors Count	Error Type Penalty Total (ETPT)	Weighted ET Penalty Points	Normed ET Penalty Points	Error Type Weight
FUNCTIONAL EQUIVALENCE	0	0	0	0	0	0	0,00	1
Semantic errors	0	0	1	0	5	5	3,11	1
Stylistic errors	0	0	0	0	0	0	0,00	1
Inconsistent use of terminology	0	0	0	0	0	0	0,00	1
Wrong term	0	2	0	0	2	2	1,24	1
Mistranslation	12	2	0	0	2	2	1,24	1
Overtranslation	0	0	0	0	0	0	0,00	1
Undertranslation	0	0	0	0	0	0	0,00	1
Addition	0	0	0	0	0	0	0,00	1
Omission	0	0	0	0	0	0	0,00	1
Untranslated	0	0	1	0	5	5	3,11	1
Gender-neutral language	0	0	0	0	0	0	0,00	1
ACCEPTABILITY	0	0	0	0	0	0	0,00	1
Grammar (Agreement, Grammatical register)	0	1	0	0	1	1	0,62	1
Punctuation	0	0	0	0	0	0	0,00	1
Spelling	0	0	0	0	0	0	0,00	1
Unclear Reference	0	0	0	0	0	0	0,00	1
READABILITY	0	0	0	0	0	0	0,00	1
Segmentation & spotting	0	0	0	0	0	0	0,00	1
Punctuation & graphics	0	0	0	0	0	0	0,00	1
Reading speed & line length	0	0	0	0	0	0	0,00	1
Grand Total	12	5	2	0	15	15	9,316770186	

Figure 17: Evaluation Human Translation HT 3 DE

Human Translator HT 3 translates into German and is the youngest and least experienced participant in the group, with no translation experience. HT 3 adopts one of the new strategies for gender-inclusivity approaches and uses the “x-suffix” and the gender-free pronoun “xier” systematically throughout the translation, such as “Profesorx”, “Studierx”, “Freundx”, “Wissenschaftlerx”, “Arbeitgeberx”, “Mitarbeiterx”, “Schülerx”, “Nachbarx”, and “mein Studentx”. The pronoun “xier” is also used multiple times: “Xier habt es offenbar schon verstanden.” (you already have it figured out); “Xier mussten mir beweisen” ([t]hey needed to prove); “dass xier verstanden hatten” (to me they knew); “Sie mussten Belege xier Praxis einreichen” (They had to submit evidence), and so on. This approach has been coherent and committed to non-binary inclusive language.

Even though “xier” has not yet reached a recognised status in German, the use of “xier” provides a kind of neutrality that MT and the other human translators had to choose between “Du” and “Sie”. Its pronunciation poses some difficulty, which might, respectively, lead to refusal or to significant readability issues and consequently, to the breaking of the “contract of illusion” if used in subtitles. Also, these inclusive terms might be used in certain communities, but are mostly unfamiliar to many readers and audiovisual consumers. Some

inconsistencies in applying the x-strategy have shown that translators may need to adapt to this new trend.

Beyond the gender-neutral language, the translation by HT 3 contains some minor errors and two standard errors, which though do not have a big impact on the translation result. The mistranslations neutral errors also derive from the debate around the use of “Glück” (happiness, joy) instead of “Glückseligkeit”. Segmentation and line length for readability were also not evaluated due to the same access issue with no access to CaptionHub. Overall, the quality of the translation delivered by HT 3 was not diminished by the lack of experience. It was greatly increased by the courage to try something new, such as the challenging X-strategy.

MQM 2.0 Dual Evaluation Scorecard: Raw and Linear Calibrated									
Client University Vienna Zentrum für Translationswissenschaft Univ.-Prof. Dragoş Ioan Ciobanu, PhD	Project Name Master's Thesis		Translator Human Translator 5		Evaluator Dora-Lucia Lazar				
	Source Language	Target Language		Total Word Count	Evaluation Word Count (EWC)	Content Type			
	EN	DE		3000	1610	Audiovisual Translation "What happens when we grade joy"			
Score Calculation Parameters		Maximum Score Value (MSV)	Passing Threshold Raw QS	Passing Threshold Calibrated QS	Reference Word Count (RWC)	Acceptable Penalty Points/RWC			
		100	99	90	1000	10			
Evaluation Results		Quality Rating (QR)	Raw Quality Score (RQS)	Absolute Penalty Total (APT)	Per-Word Penalty Total (PWPT)	Normed Penalty Total (NPT)	Calibrated Quality Score (CQS)	Calibrated Quality Rating (CQR)	
		Pass	99.63	6	0.003725708	3.73	96.27	Pass	
General Comment									
Note to the LQA evaluator: Please provide a detailed comment on quality of the evaluated sample.									
Severity Penalty Multiplier									
0 1 5 25									
Error Type	Neutral Errors Count	Minor Errors Count	Standard Errors Count	Serious Errors Count	Error Type Penalty Total (ETPT)	Weighted ET Penalty Points	Normed ET Penalty Points	Error Type Weight	
FUNCTIONAL EQUIVALENCE	0	0	0	0	0	0	0.00	1	
Semantic errors	0	0	0	0	0	0	0.00	1	
Stylistic errors	0	0	0	0	0	0	0.00	1	
Inconsistent use of terminology	0	0	0	0	0	0	0.00	1	
Wrong term	0	0	0	0	0	0	0.00	1	
Mistranslation	10	0	0	0	0	0	0.00	1	
Overtranslation	0	0	0	0	0	0	0.00	1	
Undertranslation	0	0	0	0	0	0	0.00	1	
Addition	0	0	0	0	0	0	0.00	1	
Omission	0	1	0	0	1	1	0.62	1	
Untranslated	0	0	0	0	0	0	0.00	1	
Gender-neutral language	0	0	1	0	5	5	3.11	1	
ACCEPTABILITY	0	0	0	0	0	0	0.00	1	
Grammar (Agreement, Grammatical register)	0	0	0	0	0	0	0.00	1	
Punctuation	0	0	0	0	0	0	0.00	1	
Spelling	0	0	0	0	0	0	0.00	1	
Unclear Reference	0	0	0	0	0	0	0.00	1	
READABILITY	0	0	0	0	0	0	0.00	1	
Segmentation & spotting	0	0	0	0	0	0	0.00	1	
Punctuation & graphics	0	0	0	0	0	0	0.00	1	
Reading speed & line length	0	0	0	0	0	0	0.00	1	
Grand Total	10	1	1	0	6	6	3.725708075		

Figure 18: Evaluation Human Translation HT 5 DE

Human Translator HT 5 has translation experience, translates these subtitles into Romanian and German, and has access to the CaptionHub platform. Particularly in German, HT 5 adopts a mixed approach to gender-neutral language, combining the gender gap () with the x-suffix, which is neither entirely correct nor common. The reason for this approach was the pronunciation and a clearer distinction. Overall, the quality of the translation could be diminished by the same debatable “Glückseligkeit” instead of “Glück” (happiness, joy).

Unfortunately, the German subtitle translation on CaptionHub has not yet been reviewed, but the Romanian version was submitted, reviewed and already published. When submitting the subtitles, all errors were cleared, but there might still be corrections needed for subtitle truncation due to a lack of experience.

MQM 2.0 Dual Evaluation Scorecard: Raw and Linear Calibrated								
Client University Vienna Zentrum für Translationswissenschaft Univ.-Prof. Dragoş Ioan Ciobanu, PhD	Project Name		Translator		Evaluator			
	Master's Thesis		Human Translator 2		Dora-Lucia Lazar			
	Source Language	Target Language	Total Word Count		Evaluation Word Count (EWC)	Content Type		
	EN	RO	3000		1610	Audiovisual Translation "What happens when we grade joy"		
Score Calculation Parameters	Maximum Score Value (MSV)	Passing Threshold Raw QS	Passing Threshold Calibrated QS		Reference Word Count (RWC)	Acceptable Penalty Points/RWC		
	100	99	90		1000	10		
Evaluation Results	Quality Rating (QR)	Raw Quality Score (RQS)	Absolute Penalty Total (APT)	Per-Word Penalty Total (PWPT)	Normed Penalty Total (NPT)	Calibrated Quality Score (CQS)	Calibrated Quality Rating (CQR)	
	Fail	98,01	32	0,019875776	19,88	80,12	Fail	
General Comment								
Note to the LQA evaluator: Please provide a detailed comment on quality of the evaluated sample.								
Severity Penalty Multiplier	0	1	5	25				
Error Type	Neutral Errors Count	Minor Errors Count	Standard Errors Count	Serious Errors Count	Error Type Penalty Total (ETPT)	Weighted ET Penalty Points	Normed ET Penalty Points	Error Type Weight
FUNCTIONAL EQUIVALENCE	0	0	0	0	0	0	0,00	1
Semantic errors	0	0	1	0	5	5	3,11	1
Stylistic errors	0	0	0	0	0	0	0,00	1
Inconsistent use of terminology	0	0	0	0	0	0	0,00	1
Wrong term	0	1	0	0	1	1	0,62	1
Mistranslation	0	0	0	0	0	0	0,00	1
Overtranslation	0	0	0	0	0	0	0,00	1
Undertranslation	0	1	0	0	1	1	0,62	1
Addition	0	0	0	0	0	0	0,00	1
Omission	0	1	0	0	1	1	0,62	1
Untranslated	0	0	0	0	0	0	0,00	1
Gender-neutral language	0	23	0	0	23	23	14,29	1
ACCEPTABILITY	0	0	0	0	0	0	0,00	1
Grammar (Agreement, Grammatical register)	0	0	0	0	0	0	0,00	1
Punctuation	0	0	0	0	0	0	0,00	1
Spelling	0	1	0	0	1	1	0,62	1
Unclear Reference	0	0	0	0	0	0	0,00	1
READABILITY	0	0	0	0	0	0	0,00	1
Segmentation & spotting	0	0	0	0	0	0	0,00	1
Punctuation & graphics	0	0	0	0	0	0	0,00	1
Reading speed & line length	0	0	0	0	0	0	0,00	1
Grand Total	0	27	1	0	32	32	19,8757764	

Figure 19: Evaluation Human Translation HT 2 RO

Human Translator HT 2 translates into Romanian and has experience in translation, but none with subtitling or gender-neutral language. Therefore, HT 2 applies the generic masculine throughout and binary solutions. This approach is linguistically and grammatically correct, since new strategies for gender inclusivity have not been adopted into the Romanian grammar rules. Unfortunately, this is a missed opportunity, but it is also a good example for comparing the translations. Aside from the missing commitment to gender-neutral language, the overall quality of the translation is high, with minor errors here and there and one standard error. But because it did not adopt one of the strategies for achieving gender neutrality, the translation has been rated a failure due to many missed opportunities for gender neutrality compared to the others. In the Romanian translation, gender-neutral language errors are assigned a lower severity level due to slower implementation. The evaluation of the readability of the

translation delivered by HT 2 was also not possible due to a lack of access to the subtitling platform.

MQM 2.0 Dual Evaluation Scorecard: Raw and Linear Calibrated								
Client	Project Name		Translator		Evaluator			
University Vienna Zentrum für Translationswissenschaft Univ.-Prof. Dragoş Ioan Ciobanu, PhD	Master's Thesis		Human Translator 4		Dora-Lucia Lazar			
	Source Language	Target Language		Total Word Count	Evaluation Word Count (EWC)	Content Type		
	EN	RO		3000	1610	Audiovisual Translation "What happens when we grade joy"		
Score Calculation Parameters		Maximum Score Value (MSV)	Passing Threshold Raw QS	Passing Threshold Calibrated QS	Reference Word Count (RWC)	Acceptable Penalty Points/RWC		
		100	99	90	1000	10		
Evaluation Results		Quality Rating (QR)	Raw Quality Score (RQS)	Absolute Penalty Total (APT)	Per-Word Penalty Total (PWPT)	Normed Penalty Total (NPT)	Calibrated Quality Score (CQS)	Calibrated Quality Rating (CQR)
		Pass	99.13	14	0.008695652	8.70	91.30	Pass
General Comment								
Note to the LQA evaluator: Please provide a detailed comment on quality of the evaluated sample.								
Severity Penalty Multiplier	0	1	5	25				
Error Type	Neutral Errors Count	Minor Errors Count	Standard Errors Count	Serious Errors Count	Error Type Penalty Total (ETPT)	Weighted ET Penalty Points	Normed ET Penalty Points	Error Type Weight
FUNCTIONAL EQUIVALENCE	0	0	0	0	0	0	0.00	1
Semantic errors	0	0	1	0	5	5	3.11	1
Stylistic errors	0	0	0	0	0	0	0.00	1
Inconsistent use of terminology	0	0	0	0	0	0	0.00	1
Wrong term	0	1	0	0	1	1	0.62	1
Mistranslation	0	0	0	0	0	0	0.00	1
Overtranslation	0	0	0	0	0	0	0.00	1
Undertranslation	0	0	0	0	0	0	0.00	1
Addition	0	0	0	0	0	0	0.00	1
Omission	0	0	0	0	0	0	0.00	1
Untranslated	0	0	0	0	0	0	0.00	1
Gender-neutral language	1	3	0	0	3	3	1.86	1
ACCEPTABILITY	0	0	0	0	0	0	0.00	1
Grammar (Agreement, Grammatical register)	0	0	1	0	5	5	3.11	1
Punctuation	0	0	0	0	0	0	0.00	1
Spelling	0	0	0	0	0	0	0.00	1
Unclear Reference	0	0	0	0	0	0	0.00	1
READABILITY	0	0	0	0	0	0	0.00	1
Segmentation & spacing	0	0	0	0	0	0	0.00	1
Punctuation & graphics	0	0	0	0	0	0	0.00	1
Reading speed & line length	0	0	0	0	0	0	0.00	1
Grand Total	1	4	2	0	14	14	8.695652174	

Figure 20: Evaluation Human Translation HT 4 RO

Human Translator HT 4 translates into Romanian and has extensive translation experience. HT 4 is aware of the existing gender norms. HT 4 consistently maintains gender inclusivity by using male and female forms throughout the translation to refer to the different groups in question: “studentele și studenții” for students, an expression that appears repeatedly. HT 4 shows a strong commitment to inclusive terminology, even though this approach is not ideally suited for subtitling. If HT 4 had access to the subtitling platform, a different result might have been achieved, because the line length would have flagged red the long lines. This would have potentially led to the selection of a different gender-inclusive strategy. Overall, the quality of the translation delivered by HT 4 is high and authentic, despite some minor errors. Since no access to the subtitling platform was possible, the segmentation and truncation, as well as line length, cannot be assessed.

MQM 2.0 Dual Evaluation Scorecard: Raw and Linear Calibrated								
Client	Project Name		Translator		Evaluator			
University Vienna Zentrum für Translationswissenschaft Univ.-Prof. Dragoș Ioan Ciobanu, PhD	Master's Thesis		Human Translator 5		Dora-Lucia Lazar			
	Source Language	Target Language		Total Word Count	Evaluation Word Count (EWC)	Content Type		
	EN	RO		3000	1610	Audiovisual Translation "What happens when we grade joy"		
Score Calculation Parameters		Maximum Score Value (MSV)	Passing Threshold Raw QS	Passing Threshold Calibrated QS	Reference Word Count (RWC)	Acceptable Penalty Points/RWC		
		100	99	90	1000	10		
Evaluation Results		Quality Rating (QR)	Raw Quality Score (RQS)	Absolute Penalty Total (APT)	Per-Word Penalty Total (PWPT)	Normed Penalty Total (NPT)	Calibrated Quality Score (CQS)	Calibrated Quality Rating (CQR)
		Fail	97,95	33	0,020496894	20,50	79,50	Fail
General Comment								
Note to the LQA evaluator: Please provide a detailed comment on quality of the evaluated sample.								
Severity Penalty Multiplier	0		1	5	25			
Error Type	Neutral Errors Count	Minor Errors Count	Standard Errors Count	Serious Errors Count	Error Type Penalty Total (ETPT)	Weighted ET Penalty Points	Normed ET Penalty Points	Error Type Weight
FUNCTIONAL EQUIVALENCE	0	0	0	0	0	0	0,00	1
Semantic errors	0	0	1	0	5	5	3,11	1
Stylistic errors	0	1	0	0	1	1	0,62	1
Inconsistent use of terminology	0	0	0	0	0	0	0,00	1
Wrong term	0	1	0	0	1	1	0,62	1
Mistranslation	0	1	0	0	1	1	0,62	1
Overtranslation	0	0	0	0	0	0	0,00	1
Undertranslation	0	0	0	0	0	0	0,00	1
Addition	0	0	0	0	0	0	0,00	1
Omission	0	0	0	0	0	0	0,00	1
Untranslated	0	0	0	0	0	0	0,00	1
Gender-neutral language	0	15	0	0	15	15	9,32	1
ACCEPTABILITY	0	0	0	0	0	0	0,00	1
Grammar (Agreement, Grammatical register)	0	0	2	0	10	10	6,21	1
Punctuation	0	0	0	0	0	0	0,00	1
Spelling	0	0	0	0	0	0	0,00	1
Unclear Reference	0	0	0	0	0	0	0,00	1
READABILITY	0	0	0	0	0	0	0,00	1
Segmentation & spotting	0	10	0	0	10	10	6,21	1
Punctuation & graphics	0	0	0	0	0	0	0,00	1
Reading speed & line length	0	0	0	0	0	0	0,00	1
Grand Total	0	18	3	0	33	33	20,49689441	

Figure 21: Evaluation Human Translation HT 5 RO

The Romanian translation delivered by HT 5 contains inconsistencies in the deployment of gender-neutral strategies. Despite the use of the x-suffix, this strategy is not maintained consistently. Some of the choices made by HT 5 are gender unmarked or even generic masculine forms, such as the plural form “studenților” (students). Because of the visual and acoustic information, it seems HT 5 used the feminine form “m-am trezit paralizată de la talie în jos” (I woke up paralysed from the waist down), where “paralizată” indicates the gender instead of using the x-suffix as used in other circumstances. Besides the adopted x-suffix strategy, HT 5 uses collective terms that avoid gender marking, even though the forms used are generic masculine: “cursanții mei” (my students), “personae” (persons). The quality of translation has been compromised by inconsistent use of gender-neutral strategies, leading to avoidable errors. In the evaluation above, the reviewer's notifications about the submitted translation are included: the segmentation into two lines, in which HT 5 has repeatedly split units of sense or ended lines with prepositions, conjunctions, or relative pronouns.

6.2. Evaluation findings

This project involved a corpus of 14,465 words in English, Romanian, and German, 2,575 subtitles in the same languages, and 5 translators with varying levels of experience:

- 1610 words of English source text transcribed in 300 subtitle lines in English
- 1544 words in Romanian MT translated into 291 subtitles
- 1544 words in Romanian HT 5 translated into 286 subtitles
- 1721 words in Romanian HT 2 translated into 288 subtitles
- 1621 words in Romanian HT 4 translated into 288 subtitles
- 1375 words in German MT translated into 282 subtitles
- 1217 words in German HT 5 translated into 269 subtitles
- 1634 words in German HT 1 translated into 299 subtitles
- 1554 words in German HT 3 translated into 272 subtitles

As seen in the translators' profiles, the age gap between the translators clearly indicates that experienced translators prefer established, widely accepted gender-neutral strategies rather than neo-strategies when no mandatory assignment is requested. Machine translations in Romanian and German apply the generic masculine by default. This is influenced by the training of neural machine translation systems on existing text corpora, which reflect classical grammatical norms. The results are grammatically correct, but rather inflexible. In terms of other metrics, the automated output delivered word-for-word translations, which definitely need the creativity of human translators to convey meaning, not just words. Except in the category spelling, machine translation did not perform at the level of human translators and did not take into consideration context, tone, visual and audio information, as well as segmentation and line length. Idiomatic expressions were the source of errors in machine translation. Despite those findings, there was also much overlap with the human translations in Romanian and German. However, machine translation can serve as a support, as a useful tool to the creativity and experience of human experts in audiovisual translation, but cannot replace them. It indeed has a positive impact on productivity, but the delivered translation definitely affects translators' creativity. The quality remains the biggest challenge in machine translation, especially with new approaches and strategies for gender-neutral language. Not only will the languages have to develop and adapt, but the neural machine translation system will have to enrich the training corpora accordingly.

The Romanian translation was submitted for review, and for all changes made, HT 5 has provided the reviewer with a list of 165 comments explaining the decisions made compared to the machine translation. The Romanian translation of the video “What happens when you grade joy” on TED Talks⁶⁶ was approved for publishing by the reviewer, Cristina Nicolae, PhD and can also be found on YouTube⁶⁷ (Maxcey 2026).

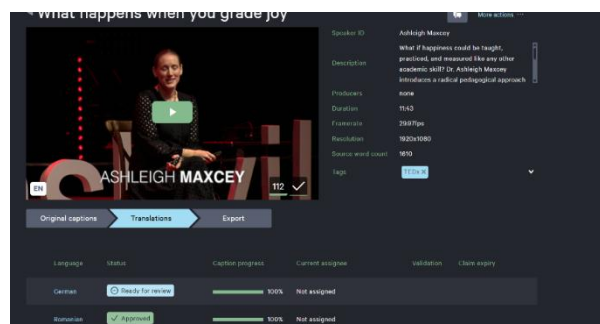


Figure 22: Romanian subtitling approved on TED Talks by Cristina Nicolae, PhD



Figure 23: Published video with Romanian subtitles on YouTube

⁶⁶ <https://ted.captionhub.com/projects/852ee28e6050?tab=TRANSLATIONS>

⁶⁷ <https://www.youtube.com/watch?v=Z9WuO-6lc9Y&t=270s>

6.3. Feedback on the use of gender-neutral strategies

This section presents the results of the questionnaire, which are available in Annex 8. The questionnaire was designed to gather information on the translators' experience using gender-neutral language. After the five translators completed their translations, they were asked to provide insights into the use of gender-neutral strategies and terms in their work.

The questionnaire contained seven questions, four of which were multiple-choice and three were open-ended. Two participants rated the clarity of the instructions as “very clear”, and three as “quite clear”. The difference here is that two of the translators received the instructions in person, and the instructions were discussed and clarified. The other translators received just the written instructions without any additional explanations. That might have led to misunderstandings and lower motivation to use gender-neutral strategies in Romanian and German.

Regarding the translation strategy for gender-fair language applied, four of them used the gender-neutral rewording in order to avoid gender specification, and two of these translators also used the Neosystem-X, whereas the other two used different possibilities by choosing the masculine form, but mentioning that all listed genders are included or used both gender forms.

Regarding the motivation for their selected strategy, the translators noted that their decision was based on the instructions given; some also chose the strategy based on personal preference, but most were concerned about the readability of the translation. The feedback on the most challenging part using gender-fair language gave different insights, which ranged from the awkwardness of the terms, which makes the text difficult to understand and contributes to exhausting the audience, to the technical difficulties caused by overly long terms or not finding the right rewording strategy. Despite those difficulties, solutions were found by choosing the most natural-sounding term, adding a note that all genders are included, or using neosystems and expecting the audience to get used to it while remaining open-minded. Also, the existing literature has helped address the challenges faced when choosing a strategy for gender-neutral language.

One translator uses gender-fair language more often, while most use it sometimes; another uses it rarely. The opinion on whether gender-fair language should be adopted as a standard practice in professional translation was cautiously affirmative, with emphasis on flexibility and on considering it only when necessary, depending on the purpose of the translation. At the same time, concern has been expressed about readability, so gender-

neutral strategies should be chosen wisely if readability is prioritised. Even though implementing gender-neutral language presents significant linguistic challenges, it is necessary in an inclusive society.

7. Discussion

The results of this study support the findings of gender bias already demonstrated by Lardelli and Gromann (2023), which remains prevalent and requires sustained attention to ensure gender inclusivity can continue to be implemented. As subtitles are sensitive in terms of length and time, which are mandatory constraints, until the used technologies are trained according to the current requests for inclusivity, the intervention of talented and skilled human translators will still be necessary (Lardelli & Gromann 2023b: 251–252). If MT is not specifically trained to use inclusive terminology, as seen in both Romanian and German MT and HT output, generic masculine forms predominate. It is not an error in the true sense of the word, but in times when inclusivity and visibility are required, these issues will constitute an opportunity to enhance and to train machine translation for the future. At the same time, this issue presents an opportunity for translators, who must adapt to the new challenge posed by linguistic strategies aimed at achieving non-discriminatory communication and translation products.

A very interesting observation was the overlap between translations and machine-translation output. In the German translations, there were at least 15 overlaps with machine production, and in the Romanian translations, there were at least 6 overlaps. Generally speaking, they might be either because the translators used automated tools for support, or just by chance.

It is astonishing how technology has developed for so long and with great results, yet fear has spread among translator communities that they will be replaced, even as the machine still depends on human input (Bywood et al. 2017: 502). Despite increased productivity, machine translation and artificial intelligence still require training and high-quality templates to perform effectively, as Karakanta et al. noted. (Karakanta et al. 2020: 95)

Subtitle segmentation remains, to this day, a topic of development, as Matusov et al. noted that it is highly complex (Matusov et al. 2019: 82). Many years after Matusov et al.'s statement, segmentation issues persist. As we have seen in this study, the segmentation of machine translations still needs to be adjusted by a human translator despite all the automated settings.

Besides the technical challenges, the linguistic issues have not been solved yet, and these seem to add to the unsolved by requesting the use of gender-neutral language. Matusov et al. (2019) and Karakanta et al. (2020) stated that neural machine translation is challenged by “uncommon vocabulary”, and this has also been confirmed by this study by the many word-for-word translations delivered by the MT. If regular vocabulary cannot be handled appropriately yet by neural machine systems, then there is still hope for human translators in the future, when gender-neutral translations will be required or even mandatory.

8. Limitations and Recommendations

8.1. Limitations

This study has some limitations which should be addressed. Unfortunately, there were technical issues with accessing the TED Talk video. The participant translators did not have the possibility to access CaptionHub for the subtitling task, except for one of them. Therefore, their translations could only be evaluated without considering the dimension “Readability”.

Another limitation was that the video could not be downloaded; only the link to the TED Talk platform could be provided, not the video itself. In terms of norms for gender-neutral language, there were some limitations from two perspectives: on the one hand, in Romanian, the current methods are to use the available indefinite nouns and pronouns, which are well-known and part of Romanian grammar and vocabulary; the new strategies for gender inclusivity are not officially adopted, making it difficult to find the right solution. On the other hand, in German, there are already well-known gender solutions, especially in the academic environment, and new gender-fair strategies, both officially recognised and implemented, as well as unofficial ones such as NoNa, Sylvain, Ens and others. However, even though the number of strategies in German is varied, their use is limited.

Another restraint was observed in understanding the translation instructions regarding the use of gender-neutral terms. The instructions were explained in part through personal encounters with two of the participants, whereas the others received them by email. If the instructions were given in person and explained to all participants, the task would have been clearer and easier to understand. Even better would have been to assign one of the new strategies to each translator and then evaluate the results. But this could be a subject of research for future work.

The lack of literature on machine translation in Romanian, particularly regarding gender-neutral language, was also a limitation I encountered and, at the same time, a motivation for my interest in contributing to Romanian research in general.

Another limitation was posed by the platform CaptionHub, where the review of the translation is not assigned to anyone; it is just by chance. Therefore, the German subtitles have not yet been revised. As long as the neostrategies are not officially implemented, the use of these forms will not be published on platforms such as TED Talks unless agreed.

8.2. Recommendations for future work

One interesting topic arising from this thesis could be an investigation into the acceptability of new gender-neutral strategies among translators and designated audiences, when exposed to different strategies, such as those suggested, and measuring the effort needed to avoid breaking the “contract of illusion” in audiovisual content.

Another recommendation would be to conduct research on training machine translation systems with diverse, inclusive corpora, assign designated new strategies for gender neutrality in subtitles to different translators, and then assess quality using the same or automated metrics.

9. Conclusion

This thesis addresses the research question of how machine translation affects translation quality in an audiovisual setting by focusing on the use of gender-neutral language in Romanian and German. The foundation of this research was laid by translating the subtitles of a TED Talk video using gender-neutral solutions and assessing the quality of the outcome by combining Pedersen’s FAR Model quality assessment with metrics and score evaluations from the Multidimensional Quality Metrics (MQM).

The analysis showed weaknesses at different levels in the performance of machine translation and human translators, which affected the quality of the final subtitle output. While machine translation of subtitles can already integrate the technologies necessary for the audio track, segmentation and transcription of subtitles, human translators still have to intervene and adjust or correct the segmentation and line length of the MT.

Not only did errors emerge from the technologies used for subtitling require the attention of human translators, but the entire production also suffered in terms of linguistic performance. Human translators performed better than the MT and delivered authentic results

that considered context, grammatical norms, and audience appropriateness, whereas the automated output was a word-for-word translation without considering context, visual and audio information, and grammatical register in both languages, Romanian and German. It must be said that MT performed better in terms of grammar, punctuation and spelling than the human translators, avoiding misspellings or omitting sentences due to lack of attention or other factors.

The real struggle started when gender-neutral language had to be implemented. The difference here is that the machine translation system did not receive instructions prior to the performed translation of the designated subtitles, as the translators did; respectively, the MT system was not trained based on gender inclusive corpora and accordingly, the automated production in Romanian and German was not meeting the requirements of gender inclusivity.

The participants, human translators with varying levels of experience in the translation field but none in audiovisual translation, were asked to use gender-neutral terminology in their productions and were provided with existing strategies and links for further research. The results differed from translator to translator since the choice for the gender-neutral strategy was left to their own preference. Consequently, the results showed significant differences in the use of inclusive terminology. One of the translators, HT 1, implemented the established gender-neutral rewording in German, such as “Studierende”, “Arbeitende”, “Lehrende” and other terms, a strategy limited to nouns, but was consistent throughout the translation. This approach did not affect the acceptance and the readability of the subtitles. Readability was the reason HT 1 selected the rewording strategy, as documented in the questionnaire. HT 3 was even more courageous and used two new strategies, “x-suffix” and “xier,” in the German subtitles: “xier” (you), “Einx Studierendx” (one student), “xier Familie” (her family); and, in doing so, contributed to the neutralisation of gender marking throughout the translation. This approach was selected based on the instructions, despite the difficulty of reading and the effort required to understand. HT 2 used a mixed form, predominantly remaining faithful to the generic masculine in Romanian, though it sometimes used personal or indefinite pronouns in the plural or the feminine form: “studenții” (students), “noi” (we), “o studentă” (one student). The approach was selected based on personal preference and readability. Based on the same factors, HT 4 applied the strategy of mentioning both masculine and feminine forms in Romanian: “Vecine, vecini, prietene, prieteni” (neighbours and friends), “studentele și studenții” (students). HT 4 maintained this strategy throughout the translation, resulting in a pleasant reading experience. Although this strategy is suitable for text translations, it is not for audiovisual content. The time and space

constraints make this strategy inapplicable to subtitles. HT 5 was the only one with access to the CaptionHub platform and translated the subtitles in both German and Romanian. Similar to HT 3, HT 5 chose the x-suffix strategy, but failed to be consistent throughout the translation due to not being used to the gender-neutral terminology and combining the gender gap () with the x-suffix for better pronunciation, “Ein_x Student_x” (one student), “mein_xs Student_xs” (my students). Forming the plural using the neostrategy “x” and adding “s” to indicate the plural is challenging for pronunciation. HT 5's selection of the strategy was based on personal preferences and readability, but the combination of the gender gap and x-suffix was, in this form, not suitable for subtitles, which affected reading speed and audience acceptability. The translations done by HT 5 were submitted to CaptionHub for review and publication, and only the Romanian translation was reviewed by Cristina Nicolae, PhD. The published revised version of the Romanian subtitles contains rewording and the use of indefinite nouns and plural generic masculine forms, which are typical of Romanian grammar. But no neo-strategy solutions have been published.

In my opinion, this study made a valuable contribution by revealing the current status of gender-neutral language use among experts and non-experts, suggesting the need for further implementation and acceptance in academic and social environments. At the same time, this research has provided crucial information by highlighting the importance of human translators in quality assurance, suggesting that machine-translated subtitles definitely require the intervention of creative human translators. This reveals that machine translation has a partly positive impact on certain aspects of audiovisual translation, but it can only serve as a supporting tool for human translators in the subtitling process, especially regarding gender-neutral strategies. However, human translators have to go with the flow and keep pace with new discoveries and developments in the field to consolidate their position. As already mentioned, gender-neutral strategies could be seen as an opportunity.

1. References

- Acolad (2025). *Key Findings from Acolad's 2025 Translators Survey*. (Survey Report). Acolad.
- Ahlqvist Loiske, Shawn Isa (2024). *Non-binary navigation of linguistic gender in Romanian*. Bachelor's thesis, Stockholms universitet, Humanistiska fakulteten, Institutionen för lingvistik., Stockholm.
- Armstrong, Stephen; Caffrey, Colm & Flanagan, Marian (2006). *Translating DVD subtitles from English-German and English-Japanese using Example-Based Machine Translation*. In: *MuTra 2006 –Audiovisual Translation Scenarios: Conference Proceedings*. Copenhagen: MuTra (European High Level Scientific Conference Series). 1–13.
https://www.euroconferences.info/proceedings/2006_Proceedings/2006_Armstrong_Sтивен_et_al.pdf.
- Avram, Mioara (1997). *Anglicismele În Limba Română Actuală*. In: *Conferințele Academiei Române. Ciclul Limba Română Și Relațiile Cu Istoria Și Cultura Românilor*. București: Editura Academiei Române. 1–31. https://archive.org/details/avram-mioara-enciclopedia-limbii-romane_202506/Avram%2C%20Mioara%20-%20Anglicismele%20in%20limba%20romana%20actuala/page/n3/mode/2up.
- Bahdanau, Dzmitry; Cho, Kyunghyun & Bengio, Yoshua (2016). Neural Machine Translation by Jointly Learning to Align and Translate. arXiv. DOI: 10.48550/arXiv.1409.0473.
- Barbu, Ana-Maria (2023). The Influence of N+N English Loanwords on Romanian Morphosyntax Facilitated by Cognates. *Revue Roumaine de Linguistique*, 2023 (3), 251–267. DOI: 10.59277/RRL.2023.3.05.
- Bentivogli, Luisa; Savoldi, Beatrice; Negri, Matteo; Di Gangi, Mattia Antonino; Cattoni, Roldano & Turchi, Marco (2020). *Gender in Danger? Evaluating Speech Translation Technology on the MuST-SHE Corpus*. In: *Proceedings of the 58th Annual Meeting of the Association for Computational Linguistics*, pages 6923–6933. Trento, Italy: Association for Computational Linguistics. 6923–6933. DOI: 10.18653/v1/2020.acl-main.619.
- Broadcasting Act Broadcasting Act., 1996 c. 55 (Chapter 55) § 20 (1996). <https://www.legislation.gov.uk/ukpga/1996/55/section/20/enacted>.

- Buchberger, Sonja (2018). *Du oder Sie? Infopool besser lehren*. (No. 05). Wien: Center for Teaching and Learning, Universität Wien.
- Burchardt, Aljoscha; Lommel, Arle; Bywood, Lindsay; Harris, Kim & Popovic, Maja (2016). Machine translation quality in an audiovisual context. *Target. International Journal of Translation Studies*, 28 (2), 206–221. <https://benjamins.com/online/target/articles/target.28.2.03bur>.
- Bywood, Lindsay; Georgakopoulou, Panayota & Etchegoyhen, Thierry (2017). Embracing the threat: machine translation as a solution for subtitling. *Perspectives Studies in Translation Theory and Practice*, 25 (3), 492–508. DOI: <https://doi.org/10.1080/0907676X.2017.1291695>.
- Chaume, Frederic (2013). Research paths in audiovisual translation. The case of dubbing. In: *The Routledge Handbook of Translation Studies*. London, UK: Routledge. 1st Edition. 288–302. <https://www.taylorfrancis-com.uaccess.univie.ac.at/chapters/edit/10.4324/9780203102893-26/research-paths-audiovisual-translation-frederic-chaume>.
- Chiaro, Delia (2009). Issues In Audiovisual Translation. In: *The Routledge Companion to Translation Studies*. London, UK: Jeremy Munday. 1st Edition. 141–165. <https://www.taylorfrancis-com.uaccess.univie.ac.at/books/edit/10.4324/9780203879450/routledge-companion-translation-studies-jeremy-munday?refId=354df22c-3c02-4af7-9280-c618b3b31ae1&context=ubx>.
- Ciobanu, Dragoș & Secară, Alina (2019). Speech recognition and synthesis technologies in the translation workflow. In: O'Hagan, Minako (Ed.) *The Routledge Handbook of Translation and Technology*. Abingdon, Oxon ; New York, NY : Routledge, 2020. |: Routledge. 1st edn. 91–106. DOI: 10.4324/9781315311258-6.
- Communications Act Communications Act., 2003 c. 21 (Chapter 21) (2003). <https://www.legislation.gov.uk/ukpga/2003/21/contents>.
- DEX Online (2026).a *epicen - definiție și paradigmă*. <https://dexonline.ro/definitie/epicen/definitii> (Stand: 26.4.2026).
- DEX Online (2026).b *Structura - definitie*. <https://dexonline.ro/definitie/structura> (Stand: 26.4.2026).
- DEX Online (2026).c *uncie - definitie*. <https://dexonline.ro/definitie/uncie/sinteza> (Stand: 26.4.2026).

- DFKI (Deutsches Forschungszentrum für Künstliche Intelligenz) et al. (2013). *EU-BRIDGE: Machine Translation and Speech Translation for EU Languages*. [Project]. <https://project.eu-bridge.eu/> (Stand: 22.1.2026).
- Díaz Cintas, Jorge (2010). Subtitling. In: *Handbook of Translation Studies*. Amsterdam / Philadelphia: John Benjamins Publishing company. Vol. 1. 344–349.
- Díaz Cintas, Jorge & Remael, Aline (2020). *Subtitling. Concepts and Practices*. London, UK: Routledge. 1st Edition. <https://www.taylorfrancis-com.uaccess.univie.ac.at/books/mono/10.4324/9781315674278/subtitling-jorge-d%C3%ADaz-cintas-aline-remael>.
- Díaz-Cintas, Jorge (2019). Audiovisual Translation. *The Bloomsbury Companion to Language Industry Studies*, 209–230. <https://www.bloomsbury.com/us/the-bloomsbury-compa...>
- Díaz-Cintas, Jorge & Szarkowska, Agnieszka (2020). Introduction: Experimental Research in Audiovisual Translation - Cognition, Reception, Production. *The Journal of Specialised Translation*, (33), 3–16. DOI: 10.26034/cm.jostrans.2020.542.
- Digital Economy Act Digital Economy Act 2017., Pub. L. No. 2017 CHAPTER 30 (2017). <https://www.legislation.gov.uk/ukpga/2017/30/introduction>.
- Dubverse.ai Team (2023). *The Future of Subtitles> Trends and Predictions for the Coming Years*. <https://dubverse.ai/blog/subtitles-statistics-trends-insights/> (Stand: 4.2.2024).
- Duden (2026).a *Deklination*. <https://www.duden.de/deklination> (Stand: 29.3.2026).
- Duden (2026).b *Glück*. <https://www.duden.de/rechtschreibung/Glueck> (Stand: 26.4.2026).
- Duden (2026).c *Glückseligkeit*. <https://www.duden.de/rechtschreibung/Glueckseligkeit> (Stand: 26.4.2026).
- Equality Act Equality Act., 2010/15 (2010). <https://www.legislation.gov.uk/ukpga/2010/15/introduction>.
- EUATC (2023). *European Language Industry Survey 2023 (ELIS 2023)*. (Survey No. 2023). EUATC & ELIA (European Language Industry Association). 1–57.
- EUATC (2024). *European Language Industry Survey 2024 (ELIS 2024)*. (Survey No. 2024). EUATC & ELIA (European Language Industry Association). 1–42.
- EUATC (2025). *European Language Industry Survey 2025 (ELIS 2025)*. (Survey No. 2025). EUATC, ELIA, GALA, FIT Europe, EMT Network, Women in Localization. 1–54.
- EUATC (2026). *European Language Industry Survey 2026 (ELIS 2026)*. (Survey No. 2026). EUATC, ELIA, GALA, FIT Europe, EMT Network, Women in Localization. 1–51.

- European Commission Directorate-General for Justice and Consumers (2020). *Legal gender recognition in the EU: the journeys of trans people towards full equality*. Luxembourg: Directorate-General for Justice and Consumers.
- European Parliament (2018). *Gender-Neutral Language in the European Parliament: Guidelines*. (Guidelines). European Parliament.
- European Parliament and The Council Audiovisual Media Services Directive - AVMSD., Pub. L. No. 2018/1808 (2018). <https://eur-lex.europa.eu/eli/dir/2018/1808/oj>.
- Fryer, Louise (2016). *An Introduction to Audio Description. A practical guide*. London, UK: Routledge. <https://www.taylorfrancis-com.uaccess.univie.ac.at/books/mono/10.4324/9781315707228/introduction-audio-description-louise-fryer>.
- Gambier, Yves (Turku) (2006). *Multimodality and Audiovisual Translation*. In: *EU-High-Level Scientific Conference Series MuTra 2006 - Audiovisual Translation Scenarios: Conference Proceedings*. Copenhagen: MuTra Project (Saarland University). https://www.euroconferences.info/proceedings/2006_Proceedings/2006_proceedings.html.
- Gangi, Mattia A. Di; Cattoni, Roldano; Bentivogli, Luisa; Negri, Matteo & Turchi, Marco (2019). MuST-C: a Multilingual Speech Translation Corpus. *Proceedings of NAACL-HLT 2019, 1*, 2012–2017. <https://aclanthology.org/N19-1202.pdf>.
- GTS Translation Services (2025). *The State of Machine Translation Post-Editing (MTPE) in 2025: What Translators Think*. <https://blog.gts-translation.com/2025/04/07/the-state-of-machine-translation-post-editing-mtpe-in-2025-what-translators-think/> (Stand: 10.9.2025).
- Hagström, Hanna & Pedersen, Jan (2022). Subtitles in the 2020s: The Influence of Machine Translation. *Journal of Audiovisual Translation*, 5 (1), 207–225. DOI: <https://doi.org/10.47476/jat.v5i1.2022.195>.
- HBB4ALL Consortium (2013). *Connected TV Accessibility The HBB4all Project from the Accessibility Vision into Market Reality*. (Project). Universitat Autònoma de Barcelona: European Commission FP7 ICT.
- Heger, Illi Anna (2020). *XIER Pronomen Ohne Geschlecht*. [<https://www.annaheger.de/pronomen33/>]. <https://www.annaheger.de/pronomen33/> (Stand: 20.2.2026).

- Hornscheidt, Lann & Sammla, Ja'n (2021). *Wie schreibe ich divers? Wie schreibe ich gendergerecht? Ein Praxis-Handbuch zu Gender und Sprache*. Hiddensee: w_orten & meer GmbH. 2. Auflage. www.wortenundmeer.net.
- Intercontact Translations (2020). *Why does content expand when translated?* <https://www.inter-contact.de/en/blog/text-length-languages> (Stand: 28.3.2026).
- Karakanta, Alina (2022). Experimental research in automatic subtitling: At the crossroads between machine translation and audiovisual translation. *Translation Spaces*, 11 (1), 89–112. DOI: doi%20=%20%7B10.1075/ts.21021.kar%7D.
- Karakanta, Alina; Negri, Matteo & Turchi, Marco (2020). *Is 42 the Answer to Everything in Subtitling-oriented Speech Translation?* In: *Proceedings of the 17th International Conference on Spoken Language Translation*. Online: Association for Computational Linguistics. 209–219. DOI: 10.18653/v1/2020.iwslt-1.26.
- Languages & The Media (2004). *5th International Conference & Exhibition on Language Transfer in Audiovisual Media*. Berlin.
- Lardelli, Manuel & Gromann, Dagmar (2023).a Gender-Fair (Machine) Translation. *New Trends in Translation and Technology (NeTT) 2022*, 166–177. https://www.researchgate.net/publication/369948882_Gender-Fair_Machine_Translation.
- Lardelli, Manuel & Gromann, Dagmar (2023).b *Gender-Fair Post-Editing: A Case Study Beyond the Binary*. In: *Proceedings of the 24th Annual Conference of the European Association for Machine Translation*. Tampere, Finland: European Association for Machine Translation. 251–260. https://www.researchgate.net/publication/371349399_Gender-Fair_Post-Editing_A_Case_Study_Beyond_the_Binary.
- Liu, Runyu (2018). *Translation Quality Assessment MQM (Multidimensional Quality Metrics)*. [Middlebury Institute of International Studies at Monterey]. <https://sites.middlebury.edu/runyul/2018/03/04/translation-quality-assessment-mqm-multidimensional-quality-metrics/> (Stand: 22.3.2026).
- Lommel, Arle Richard; Burchardt, Aljoscha & Uszkoreit, Hans (2013). Multidimensional quality metrics: a flexible system for assessing translation quality. *Computational Linguistics, Proceedings of Translating and the Computer* 35, 861–881. <https://aclanthology.org/2013.tc-1.6.pdf>.
- Luyken, George-Michael; Herbst, Thomas; Langham-Brown, Jo; Reid, Helen & Spinhof, Herman (1991). *Overcoming Language Barriers in Television. Dubbing and*

- subtitling for the European audience*. Manchester: The European Institute for the Media. <https://archive.org/details/overcominglangua0000luyk/page/n3/mode/2up>.
- Matamala, Anna (2016). The ALST Project: Technologies for Audio Description. In: Matamala, Anna, & Orero, Pilar (Eds) *Researching Audio Description*. London: Palgrave Macmillan UK. 269–284. DOI: 10.1057/978-1-137-56917-2_14.
- Matamala, Anna (2020). Translating Non-fictional Genres: Voice-over and Off-screen Dubbing. In: *The Palgrave Handbook of Audiovisual Translation and Media Accessibility*. Guildford, UK: Palgrave Macmillan. 133–148.
- Matusov, Evgeny; Wilken, Patrick & Georgakopoulou, Yota (2019). *Customizing Neural Machine Translation for Subtitling*. In: *Proceedings of the Fourth Conference on Machine Translation*. Florence Italy: Association for Computational Linguistics. Vol. 1: Research Papers. 82–93. DOI: 10.18653/v1/W19-5209.
- Maxcey, Ashleigh (2026). *How to start putting your happiness first*. [TEDx Talk]. <https://www.youtube.com/watch?v=Z9WuO-6lc9Y>.
- Meeker, Mary; Simons, Jay; Chae, Daegwon & Krey, Alexander (2025). *Trends - Artificial Intelligence*. (Report). Bond Capital.
- Melero, Maite; Oliver, Antoni & Badia, Toni (2006). *Automatic multilingual subtitling in the eTITLE project*. In: *Translating and the Computer 28th Conference*. London, UK: Aslib. 1–18.
- Merriam-Webster Dictionary (2026).a *FLIP THE SCRIPT Definition & Meaning*. <https://www.merriam-webster.com/dictionary/flip%20the%20script> (Stand: 26.4.2026).
- Merriam-Webster Dictionary (2026).b *PUT THE CART BEFORE THE HORSE Definition & Meaning*. <https://www.merriam-webster.com/dictionary/put%20the%20cart%20before%20the%20horse> (Stand: 26.4.2026).
- MQM (2026). *MQM (Multidimensional Quality Metrics)*. [Web Page]. <https://themqm.org/> (Stand: 26.4.2026).
- Nakamura, Kenji (2025). *The Role of Human Translators in the Age of AI and Machine Translation*. <https://globibo.blog/the-role-of-human-translators-in-the-age-of-ai-and-machine-translation/> (Stand: 27.9.2025).
- Nikolic, Kristijan & Bywood, Lindsay (2021). Audiovisual Translation: The Road Ahead. *Journal of Audiovisual Translation*, 4 (1), 50–70. <https://www.jatjournal.org/index.php/jat/article/view/156/52>.

- Noah, Frank & Jona, Moro (2026). *Geschlechtsneutrales Deutsch*.
<https://geschlechtsneutralesdeutsch.com/das-nona-system/#pronomen> (Stand: 20.2.2026).
- Österreiches Parlament (2024). *Gendern: Generisches Maskulinum, neutrale Formulierung oder Sonderzeichen?* <https://www.parlament.gv.at/aktuelles/news/Gendern-Generisches-Maskulinum-neutrale-Formulierung-oder-Sonderzeichen/> (Stand: 1.4.2026).
- Panic, Milica (2020). *Implementation of Machine Translation: What to Consider?* <https://www.taus.net/resources/blog/implementation-of-machine-translation-what-to-consider> (Stand: 21.12.2025).
- Pedersen, Jan (2017). The FAR model: assessing quality in interlingual subtitling Jan Pedersen, Stockholm University. *The Journal of Specialised Translation*, (28), 210–229. DOI: doi%20=%20%7B10.26034/cm.jostrans.2017.239%7D.
- Pfalzgraf, Falco (2025). *Gender-neutral, Gender-fair, Gender-inclusive Towards Conceptual Clarity across European Languages*. Palgrave Macmillan Cham. <https://doi.org/10.1007/978-3-031-91231-3>.
- Piergentili, Andrea; Fucci, Dennis; Savoldi, Beatrice; Bentivogli, Luisa & Negri, Matteo (2023). *From Inclusive Language to Gender-Neutral Machine Translation*. In: *University of Trento, Fondazione Bruno Kessler*. European Association for Machine Translation. 71–83. DOI: DOI:10.48550/arXiv.2301.10075.
- Rădulescu, Andrei (2018). *Asociatia Identity.Education - Identitate.Educatie*. <https://redirectioneaza.ro/asociatia-identityeducation/> (Stand: 26.4.2026).
- Safar, Hayssam; Modot, Alain; Angrisani, Silvia; Gambier, Yves; Eugeni, Carlo; Fontanel, Heloise; Hamaoui, Najwa & Verstrepen, Xavie (2011). *Study on the use of subtitling. The potential of subtitling to encourage foreign language learning and improve the mastery of foreign languages EACEA/2009/01*. European Commission Directorate-General for Education and Culture. 29.
- Șimon, Simona; Stoian, Claudia E.; Dejica-Cărțiș, Anca & Kriston, Andrea (2021). The Use of Anglicisms in the Field of Education: A Comparative Analysis of Romanian, German, and French. *Sage Open*, 11 (4). DOI: 10.1177/21582440211053241.
- Stagor, Charles; Lynch, Laure & Glass, Beth (1992). Categorization of Individuals on the Basis of Multiple Social Features. *Journal of Personality and Social Psychology*, 62 (2), 207–218. DOI: <https://doi.org/10.1037/0022-3514.62.2.207>.

- Stahlberg, Dagmar; Braun, Friederike; Irmen, Lisa & Sczesny, Sabine (2007). Representation of the sexes in language. In: *Social communication. A volume in the series Frontiers of Social Psychology*. New York: Psychology Press. 163–187. https://www.researchgate.net/publication/291783641_Representation_of_the_sexes_in_language.
- Sylvain, Cabala de & Balzer, Carsten (2008). Die SYLVAIN-Konventionen - Versuch einer ‘geschlechtergerechten’ Grammatik-Transformation der deutschen Sprache. *Liminalis Zeitschrift Für Geschlechtliche Emanzipation*,(2), 40–53. <https://web.archive.org/web/20240212004055/https://www.geschlechtsneutral.com/lit/Liminalis-2008-Sylvain-Balzer.pdf>.
- Szarkowska, Agnieszka (2011). Text-to-speech audio description. Towards availability of AD. *The Journal of Specialised Translation*,(15), 142–162. DOI: <https://doi.org/10.26034/cm.jostrans.2011.509>.
- TED (1984). *About TED*. <https://www.ted.com/about> (Stand: 1.1.2026).
- TED Translators Program (2026). *TED CaptionHub*. <https://ted.captionhub.com/ted> (Stand: 26.4.2026).
- Torné, Anna Fernández (2016). Machine translation evaluation through post-editing measures in audio description. *inTRAlinea*,18, 19. https://www.intraline.org/archive/article/machine_translation_evaluation_through_post_editing_measures_in_audio_descr.
- Uelzener Pferdemaßazin (2026). *13 beliebte Sprüche mit Pferden und ihre Bedeutung*. <https://uelzener.de/magazin/pferd/tipps-fuer-den-alltag/13-beliebte-sprueche-mit-pferden-und-ihre-bedeutung/> (Stand: 26.4.2026).
- Universität Leipzig (2020). *Genderleitfaden*. Leipzig: Universität Leipzig, Fakultät für Sozialwissenschaften und Philosophie, Institut für Philosophie. https://stura.uni-leipzig.de/files/public/gesetze_ordnungen/universitaet_leipzig_genderleitfaden.pdf.
- University of Wisconsin-Madison (2026). *Academic Structure Meaning and Definition*. <https://academicplanning.wisc.edu/academic-structure/> (Stand: 26.4.2026).
- Varga, Cristina (2017). SUBTITLING FOR TELEVISION IN ROMANIA. GENRES, TYPOLOGY, AND FEATURES. *Language and Discourse*,204–213.
- Volk, Martin (2008). The Automatic Translation of Film Subtitles. A Machine Translation Success Story? *Resourceful Language Technology: Festschrift in Honor of Anna Agvall Hein, Uppsala, 2008*,202–214. DOI: <https://doi.org/10.5167/uzh-8817>.

Vorbește Românește (2026). *A pune carul înaintea boilor*. <https://vorbeste-romaneste.ro/expresie/a-pune-carul-inaintea-boilor/> (Stand: 26.4.2026).

YourDictionary.com (2026). *Skin-in-the-game Definition & Meaning*. <https://www.yourdictionary.com/skin-in-the-game> (Stand: 26.4.2026).

Appendix

1. Translators' profiles

Translator	Age	Gender	Work Experience in Translation	GFL Experience	GFL USE
T1	45	F	Yes	No	partly
T2	46	F	Yes	No	NO
T3	28	F	No	No	Yes
T4	43	F	Yes	No	partly
T5	49	F	Yes	No	Partly

2. Instructions to translators

Dear colleagues

Thank you very much for participating in this exercise and for sharing your expertise in translating the video „What happens when you grade joy”, spoken by Ashleigh Maxcey from TED Talks. This video, which I will use for my master's thesis, is 11:43 minutes long. Your task is to translate the provided text from English into Romanian and German, with a focus on gender-neutral language. The master's thesis will try to answer the following research question:

- **What is the impact of machine translation on the quality of audiovisual translation, and what are the implications of technology on gender-neutral language for the languages English, Romanian and German?**

Building on your expertise, intuition, and creativity, and keeping in mind the target of my research, you are kindly asked to familiarise yourself with the strategies for using gender-fair terms in your translation for this exercise. The understanding of this matter will be eased by the definition of gender-fair language (GFL) and gender-neutral language (GNL) provided below:

Gender-fair language (GFL) subsumes gender-neutral, that is, omitting any gender references, and gender-inclusive language, that is, linguistically including all genders. With grammatical differences and a multitude of strategies across languages, gender-fair translation is challenging for machines and humans. Nevertheless, human and machine translators can act as ambassadors for gender equality beyond the binary by using gender-fair language. (Lardelli & Gromann 2023b: 251)

The Romanian language does not offer its own strategies for gender-neutral or gender-fair terms. At present, Romanian inclusive terminology is still in development and relies heavily

on English borrowings. The Romanian language has no clearly defined inclusive expressions, but only “limbaj incluziv (inclusive language)”, which is still not entirely accepted (Pfalzgraf 2025: 8–9). Another source of Romanian inclusive expressions has been the translations produced for EU institutions, such as the terms “limbaj sensibil la gen (gender-sensitive language) and limbaj neutru din punct de vedere al genului (gender-neutral language)” (Pfalzgraf 2025: 12). There have been small steps already done similar to the solutions partly implemented in the German language. The German language, on the other hand, offers us four strategies to choose from in the translation process. In the following graphic, you will find some suggestions for strategies for using gender-neutral terms or how to derive and form them according to the instructions published in the “Genderleitfaden” (Universität Leipzig 2020) and in the research done by (Lardelli & Gromann 2023b) as well as suggested by Hornscheidt and Sammla (2021):

Strategies GFL in German	Wording
Gender-neutral rewording – avoid gender specification (Lardelli & Gromann 2023b)	neutral noun forming them with the ending -kraft, -person, -ung, -hilfe, -berechtigte: Lehrkraft, Ansprechperson, Seminarleitung gender-neutral names: Person, Mitglied, Individuum, Mensch collective names and institution names: Vertretung der Studierenden Dekanat, Team, Leitung des Ausschusses, Direktion, Ministerium, Vorsitz indefinite pronouns: alle, diejenigen, jene new forms of specific and individual pronouns: x, they, xier, en, mie infinitive and passive constructions: Das Beispiel wird thematisiert anstatt Frau x/ Herr y thematisiert das Beispiel. Bitte die Bücher abholen. participial forms: transform the participial forms such as studierend into Studierende; lehrend into Lehrende; philosophierend into Philosophierende
Gender-inclusive characters - include all genders (*), (:), () (Hornscheidt & Sammla 2021: 31) (Lardelli & Gromann 2023b)	gender star (*) e.g. Leser*in (reader) Example in German: Nomen: Philosoph*innen, Student*innen, Professor*innen Personal pronouns: sie*er, si*er Possessive pronouns: ihre*seine Fragepronomen: Welche*r? Artikel: Die*der Di*er Dier* Streitschlicht*erin

	Di*er Streitschlichter*in Prof*in Dr*in Lieb*e Bürg*erinnen Lieb* Brüg* the gender_gap () Example in German: Nomen: Philosoph_innen Student_innen Professor_innen Personal pronouns: si_e, er_sie Possessive pronouns: ihre_seine Fragepronomen: Welche_r? Artikel: Die_der Di_er D_ier Lehrer_in Beauftragt_e the gender_colon (:) Example in German: Nomen: Philosoph:innen Student:innen Professor:innen Personal pronouns: si:er, er:sie Possessive pronouns: ihre:seine Fragepronomen: Welche:r? Artikel: die:der di:er di:e Dozent:innen di:er Lehr:erin
Neosystems - Gender-neutral words – similar characters or new endings to express the gender binary (Lardelli & Gromann 2023b)	(x) e.g. Lesx (reader) Example in German: Nomen Philosphx, Studx, Mitarbeitx, sg. / pl. Philosophxs, Studxs, Mitarbeitxs Pronouns: x (sg) / xs (pl.) dix (bestimmtes Pronomen) einx (unbestimmtes Pronomen) Example of sentences in sg. and pl.: Dix Autorx bereichert die Debatte durch xs Beiträge. Dixs Autorxs bereichern die Debatte durch xs Beiträge. Prof_ex Dr_ex
Neosystems - A fourth gender in addition to masculine, feminine, and neuter (Lardelli & Gromann 2023b)	Lesernin (reader)

Xier forms acc to (Heger 2020)⁶⁸ for the personal (instead of “sie” and “er”) and possessiv pronouns (instead of “ihr” and “sein”) as well as for articles and relative pronouns (instead of “die” and “der”).

Fall	Personalpronomen	Relativpronome und best. Artikel	Possessivpronomen
1.	xier	xier	xiesa Freund_in (sonst normal: xieser Freund/xiese Freundin)
2.	xieser	xies	xiesas Freund_in
3.	xiem	xiem	xiesam Freund_in
4.	xien	xien	xiesan Freund_in

Tabelle 2: Pronomen nach dem Xier-System

Ens forms

Hornscheidt and Sammla suggest a new strategy for addressing people to achieve a more diverse language that includes all individuals, thereby enabling gender-free expression (Hornscheidt & Sammla 2021: 53). The “ens” form is derived in German from the word “Mensch”:

Ens/Ense ist dafür geeignet, einzelne Personen oder mehrere Menschen zusammen genderfrei zu benennen. Ens ist der Mittelteil aus Mensch (Mensch) und kann problemlos an Substantive angehängt und als Pronomen verwendet werden. [...] Immer, wenn eine ens-Form benutzt wird, handelt es sich also um eine Bezugnahme auf einen Menschen; bei -ense auf mehrere Menschen. Ens/e sind Endungen an Substantiven (Köchens/e) und auch Pronomen (ens kocht). Ens ist auch eine Endung von Adjektiven (gutens Köchens). Wir fügen ens als Endung für Menschen jeweils am Wortstamm an. (Hornscheidt & Sammla 2021: 53)

NoNa-System (Noah & Jona 2026)

NoNa-System⁶⁹ as well as the Ens forms, seem to be more accessible than other systems, such as Sylvain, despite its extensive development (Lardelli & Gromann 2023b: 57)

⁶⁸ [Version 3.3 : xier Pronomen ohne Geschlecht – Illi Anna Heger – Grafische Dokumentation, Comics, Theorie und xier Pronomen](#)

⁶⁹ [Das NoNa-System - Geschlechtsneutrales Deutsch](#)

4. Results of the questionnaire on GNL in audiovisual translation

The target of this questionnaire is to collect insights into how translators applied gender-fair language strategies when translating audiovisual content, specifically when instructions for inclusive translation were provided. Please choose from the offered answer possibilities.

1. How clear did you find the instructions regarding the use of gender-fair language in translation?

- very clear ☒ T5, T1
- quite clear ☒ T2, T3, T4
- neither clear nor unclear ☐
- somewhat unclear ☐
- very unclear (If unclear, please specify what could have been improved) ☐

2. Which translation strategies did you use to apply gender-fair language in your translation?

- **Gender-neutral rewording to avoid gender specifications** ☒ T5, T1, T2, T4
DE: Studierende, Menschen, Lehrkraft, Lehrende, jene
RO oameni, cadre didactice, cineva,
- **Gender inclusive characters** ☐
DE: gender star (*) Leser*in (reader); the gender_gap () Professor_innen; the gender colon
(:) Student:innen
RO does not offer this strategie
- **Neosystems – (x)** ☒ T5, T3
DE: Lesx (reader) Studx, Mitarbeitx Studxs, Mitarbeitxs / RO: Profesorx
- **Neosystems - Lesernin (reader)** ☐
- **Neosystems: Ens forms for gender-free expressions Studenens** ☐
- **Other choices** ☒ T2, T4
Explain which choices

T2: I chose to write „un prieten/o prietenă” for the English word „friend”, with the use of slashes, and if mentioned in the original, I would mention or add the standard clause stating that all (over 100 listed) genders are included.

T4: use of both gender forms

- None ☐

3. What made you choose a certain strategy in specific cases?

- the instructions received ☒ T5, T3, T4
- existing translations and guidelines ☐
- readability ☒ T5, T1, T2, T4
- personal preference ☒ T5, T2, T4
- others (please specify) ☐

4. Which part of the translation did you find most challenging to translate using gender-fair language and why?

T1: Job titles and role descriptions were the most challenging for me. In some cases, the inclusive forms felt a bit unnatural or made the sentence longer and harder to read.

T2: „Un student a spus” ... „un alt student a spus”

The author/speaker didn't specify the student's gender. Depending on the context, I chose the male noun.

T3: Using the Neosystem with -x is not aesthetically pleasing and can make texts more difficult to understand at the beginning or generally more tiring.

T4: „another student said” – because it is not easy to translate into Romanian, when the gender of this one student is not known

T5: The most challenging part was addressing different groups, as they had to be tailored and rephrased to use gender-neutral terms and to apply the correct form of the gender-neutral strategy without mixing things up. It was difficult once because of readability and the technical adjustments required by the characters per second and the subtitle's line length.

5. How did you resolve or manage these challenges?

T1: By trying to rephrase the sentence. If that wasn't possible, I chose the option that felt most natural, even if it wasn't perfect. I also relied on general usage.

T2: I chose to write only „un student” with the intention of adding the standard clause stating that all over 100 listed genders might have been included.

T3: Getting used to the Neosystem and being more open-minded.

T4: Translated with „somebody else said”, even if it is only 50% understandable from the context that another student is meant and not any other person.

T5: I checked the existing literature for gender-neutral language and the possibilities, and decided to use a neosystem ending in x because it seemed easier to read and more acceptable.

6. Do you currently apply gender-fair language in your regular translation work?

Always ☐

Often ☒ **T2**

Sometimes ☒ **T5, T1, T3**

Rarely ☒ **T4**

Never ☐

(If never, please explain why)

7. Do you think gender-fair language should be a standard practice in professional translation? Why or why not?

T1: I don't think it should be applied rigidly in every case, but it surely should be in contexts where inclusivity matters. There needs to be some flexibility so that the text still sounds natural and is easy to read.

T2: I don't think that gender-neutral language should be a standard practice in professional translation because it depends strongly on the type of text, whether it's written or spoken language, on the context, the target audience and the purpose of the text. For example, in historical documents, the original should be respected. For website text aimed at a public audience, gender-neutral language is often expected or recommended nowadays. Compared to English, Romanian is a highly gendered language, making it difficult to create clear guidelines given its syntax and semantics. I would use collective nouns, slashes and rephrasing.

T3: Yes, it should be included, since it promotes gender equality and reduces bias by not implying a specific gender. Even though in some languages, such as German, it might be more challenging to include due to a strong grammatical gender system, it can still be used by creating new grammatical forms, thereby reflecting modern values and inclusivity.

T4: Only where it is possible and does not make reading difficult.

T5: I think inclusivity is an important step in the right direction, and gender-neutral forms could be used as long as readability is maintained and the flow of understanding is not disrupted. If the languages are to be reformed, then one of the forms that delivers absolute inclusivity should be considered, as it is the easiest to use, does not disturb reading or writing, and does not require inventing a whole new language.

5. Automatic translation by CaptionHub English – German

Source text in EN

Complete this sentence.

Parents often say, more than anything
else, I want my child to be,

Of course, happy.

That universally desirable state of being.

The ultimate goal. We all want it.

Advice is everywhere
about how to achieve it.

So how come happiness is the number one
thing we want for each other,

for ourselves?

And yet somehow, not
the number one thing taught in schools.

Think about what we grade today.

Productivity, performance,
analytic skills.

But happiness? We leave that up to chance.

Why do we leave happiness up to chance?

Because we live in a society
where we built

and maintain systems that emphasize
accomplishments, achievements,

and possessions as means
for attaining happiness.

machine translation into DE

[1] 00:00:02.169 [65] --> 00:00:03.504 [105]
Vervollständige diesen Satz.

[2] 00:00:04.238 [127] --> 00:00:08.709 [261]
Eltern sagen oft, mehr als alles andere,
ich möchte, dass mein Kind

[3] 00:00:10.310 [309] --> 00:00:11.879 [356]
natürlich glücklich ist.

[4] 00:00:12.279 [368] --> 00:00:14.948 [448]
Dieser allgemein
wünschenswerte Seinszustand.

[5] 00:00:15.148 [454] --> 00:00:17.885 [536]
Das ultimative Ziel. Wir alle wollen es.

[6] 00:00:17.918 [537] --> 00:00:20.921 [627]
Es gibt überall Ratschläge,
wie dies erreicht werden kann.

[7] 00:00:21.555 [646] --> 00:00:26.426 [792]
Wie kommt es also, dass Glück
das Wichtigste ist, was wir füreinander,

[8] 00:00:26.526 [795] --> 00:00:27.694 [830]
für uns selbst, wollen?

[9] 00:00:27.995 [839] --> 00:00:32.266 [967]
Und doch irgendwie nicht das Wichtigste,
was in den Schulen gelehrt wird.

[10] 00:00:32.966 [988] --> 00:00:35.202 [1055]
Denk darüber nach, was wir heute bewerten.

[11] 00:00:35.202 [1055] --> 00:00:38.972 [1168]
Produktivität, Leistung,
analytische Fähigkeiten.

[12] 00:00:39.806 [1193] --> 00:00:43.210 [1295]
Aber Glück? Das überlassen wir dem Zufall.

[13] 00:00:43.844 [1314] --> 00:00:46.446 [1392]
Warum überlassen wir das Glück dem Zufall?

[14] 00:00:47.481 [1423] --> 00:00:50.450 [1512]
Weil wir in einer Gesellschaft
leben, in der wir Systeme

[15] 00:00:50.450 [1512] --> 00:00:55.522 [1664]
aufgebaut und aufrechterhalten haben,
die Leistungen, Errungenschaften

[16] 00:00:55.522 [1664] --> 00:00:59.092 [1771]
und Besitz als Mittel zum Glücklichsein
in den Vordergrund stellen.

I'm going to take this opportunity today	[17] 00:00:59.960 [1797] --> 00:01:02.029 [1859] Ich werde heute die Gelegenheit nutzen,
to tell you why that is completely backwards.	[18] 00:01:02.029 [1859] --> 00:01:04.631 [1937] um Ihnen zu sagen, warum das völlig falsch ist.
And the good news is we can flip the script,	[19] 00:01:04.631 [1937] --> 00:01:08.101 [2041] Und die gute Nachricht ist, dass wir das Drehbuch umdrehen können,
because science shows that there are specific habits that cause happiness,	[20] 00:01:08.101 [2041] --> 00:01:09.670 [2088] denn die Wissenschaft zeigt,
	[21] 00:01:09.670 [2088] --> 00:01:12.839 [2183] dass es bestimmte Gewohnheiten gibt, die Glück bewirken,
not just correlate with it, but create it.	[22] 00:01:13.206 [2194] --> 00:01:16.143 [2282] nicht nur damit korrelieren, sondern es auch erzeugen.
Happiness is a skill, and if something highly valued can be taught,	[23] 00:01:17.077 [2310] --> 00:01:22.482 [2472] Glück ist eine Fähigkeit, und wenn etwas, das hoch geschätzt wird, gelehrt,
practiced and improved,	[24] 00:01:22.482 [2472] --> 00:01:24.318 [2527] geübt und verbessert werden kann,
then why shouldn't it be required	[25] 00:01:24.618 [2536] --> 00:01:26.620 [2596] warum sollte es dann nicht in unserer
or at least offered in our academic structure?	[26] 00:01:26.620 [2596] --> 00:01:30.057 [2699] akademischen Struktur verlangt oder zumindest angeboten werden?
As a professor at Vanderbilt,	[27] 00:01:31.391 [2739] --> 00:01:32.993 [2787] Als Professor an der Vanderbilt
I made the strategic decision to assess happiness	[28] 00:01:32.993 [2787] --> 00:01:36.296 [2886] University traf ich die strategische Entscheidung, Glück in meinem
in my positive psychology class.	[29] 00:01:36.363 [2888] --> 00:01:38.799 [2961] Kurs über positive Psychologie zu bewerten.
And here's what I learned.	[30] 00:01:38.999 [2967] --> 00:01:40.667 [3017] Und hier ist, was ich gelernt habe.
Even the brightest, most ambitious people won't make time	[31] 00:01:40.667 [3017] --> 00:01:45.072 [3149] Selbst die klügsten und ehrgeizigsten Menschen nehmen sich keine Zeit
for their own happiness unless it's required.	[32] 00:01:45.072 [3149] --> 00:01:49.643 [3286] für ihr eigenes Glück, es sei denn, es ist erforderlich.
Here's my favorite finding about happiness that I love to share,	[33] 00:01:52.779 [3380] --> 00:01:55.015 [3447] Hier sind meine Lieblingskenntnisse zum Thema Glück,

	[34] 00:01:55.015 [3447] --> 00:01:56.483 [3491] die ich gerne mit anderen teile und
which eventually change the way that I teach.	[35] 00:01:56.483 [3491] --> 00:01:59.753 [3589] die letztendlich die Art und Weise, wie ich unterrichte, verändern.
Half of it is genetic.	[36] 00:01:59.753 [3589] --> 00:02:01.121 [3630] Die Hälfte davon ist genetisch bedingt.
Your biological set point.	[37] 00:02:01.121 [3630] --> 00:02:02.589 [3674] Ihr biologischer Sollwert.
It's too late to do anything about that.	[38] 00:02:02.589 [3674] --> 00:02:04.758 [3739] Es ist zu spät, etwas dagegen zu unternehmen.
But scientists have shown that up to 40% is within your direct daily control.	[39] 00:02:05.192 [3752] --> 00:02:07.427 [3819] Wissenschaftler haben jedoch gezeigt, [40] 00:02:07.427 [3819] --> 00:02:11.264 [3934] dass bis zu 40% Ihrer täglichen direkten Kontrolle unterliegen.
How you spend your time, what you focus on, what you practice.	[41] 00:02:11.632 [3945] --> 00:02:15.602 [4064] Wie du deine Zeit verbringst, worauf du dich konzentrierst, was du übst.
As the science on happiness evolves and becomes more nuanced,	[42] 00:02:16.403 [4088] --> 00:02:20.007 [4196] Während sich die Wissenschaft über Glück weiterentwickelt und
those numbers change,	[43] 00:02:20.040 [4197] --> 00:02:21.375 [4237] nuancierter wird, ändern
but the most important premise remains you can boost your well-being	[44] 00:02:21.508 [4241] --> 00:02:24.845 [4341] sich diese Zahlen, aber die wichtigste Prämisse bleibt, [45] 00:02:24.845 [4341] --> 00:02:26.380 [4387] dass Sie Ihr Wohlbefinden
with intentional behavior, and you can maintain those increases over time.	[46] 00:02:26.380 [4387] --> 00:02:28.482 [4450] durch bewusstes Verhalten steigern können, [47] 00:02:28.482 [4450] --> 00:02:31.818 [4550] und Sie können diese Zunahmen im Laufe der Zeit aufrechterhalten.
As a cognitive psychologist by training,	[48] 00:02:32.919 [4583] --> 00:02:35.322 [4655] Als ausgebildeter Kognitionspsychologe begann
I started teaching positive psychology with some heavy skepticism	[49] 00:02:35.322 [4655] --> 00:02:39.626 [4784] ich, Positive Psychologie zu unterrichten, mit einer gewissen Skepsis gegenüber
of this research on happiness.	[50] 00:02:39.626 [4784] --> 00:02:41.628 [4844] dieser Glücksforschung. [51] 00:02:42.295 [4864] --> 00:02:43.230 [4892]

But given how important it is to my
students for the rest of their lives,

I wanted to let them draw
conclusions on their own.

I couldn't have them
change their genetics,

but what I could do was assign intentional
behaviors to see what would happen

to their happiness.

The course was built around empirically
validated habits inspired by the work

of Doctor Sonja Lyubomirsky.

Things like writing but not
delivering a letter of forgiveness.

This falls under
the umbrella of redefining

and practicing forgiveness
as an act entirely for yourself.

But because we're trying to be happy here,
delivering this letter is a no no.

Identifying one
ungrateful thought each day

and substituting it with a grateful one.

Aber angesichts dessen,

[52] 00:02:43.230 [4892] --> 00:02:46.199 [4981]
wie wichtig es für meine Schüler
für den Rest ihres Lebens ist, wollte

[53] 00:02:46.199 [4981] --> 00:02:49.369 [5076]
ich sie selbst Schlussfolgerungen
ziehen lassen.

[54] 00:02:49.870 [5091] --> 00:02:52.272 [5163]
Ich konnte nicht verlangen,
dass sie ihre Genetik

[55] 00:02:52.472 [5169] --> 00:02:57.711 [5326]
ändern, aber ich konnte ihnen absichtliche
Verhaltensweisen zuweisen, um zu sehen,

[56] 00:02:57.711 [5326] --> 00:02:59.246 [5372]
was mit ihrem Glück passieren würde.

[57] 00:02:59.913 [5392] --> 00:03:02.716 [5476]
Der Kurs basierte auf empirisch
validierten Gewohnheiten,

[58] 00:03:02.716 [5476] --> 00:03:03.950 [5513]
inspiriert von der Arbeit

[59] 00:03:03.950 [5513] --> 00:03:05.552 [5561]
von Doktor Sonja Lyubomirsky.

[60] 00:03:06.186 [5580] --> 00:03:10.457 [5708]
Dinge wie das Schreiben, aber das Ausstellen
eines Vergebungsschreibens.

[61] 00:03:11.124 [5728] --> 00:03:13.427 [5797]
Dies fällt unter den Begriff,
Vergebung neu zu definieren

[62] 00:03:13.427 [5797] --> 00:03:15.062 [5846]
und zu praktizieren als eine Handlung,

[63] 00:03:15.062 [5846] --> 00:03:17.564 [5921]
die ausschließlich
für Sie selbst bestimmt ist.

[64] 00:03:17.564 [5921] --> 00:03:18.799 [5958]
Aber weil wir hier versuchen,

[65] 00:03:18.799 [5958] --> 00:03:22.302 [6063]
glücklich zu sein, ist die Zustellung
dieses Briefes ein Nein, Nein.

[66] 00:03:24.404 [6126] --> 00:03:27.507 [6219]
Jeden Tag einen undankbaren
Gedanken zu identifizieren

[67] 00:03:27.507 [6219] --> 00:03:29.876 [6290]
und ihn durch einen dankbaren zu ersetzen.

[68] 00:03:32.312 [6363] --> 00:03:37.250 [6511]

Experiencing awe and wonder
in nature as a way of reaping the benefits

of religion and spirituality
for everyone, religious or not.

Celebrating friends accomplishments
as an important investment

in social relationships.

Would you make some noise if you're
here to support a friend

or loved one today?

Wow.

Well, you get a gold star.

I don't know why you're here.
You already have it figured out,

because it turns out that we're
really good at coming together in a crisis

but we're pretty bad at being genuinely
happy for one another's accomplishments.

Except for you guys, obviously.
If you didn't clap, that's embarrassing.

Or finally lingering over
your morning cup of coffee,

slowing down to savor almost anything
that you rush through during the day.

Each week in my class,
students were assigned a specific habit.

Ehrfurcht und Staunen
in der Natur zu erleben, um die Vorteile

[69] 00:03:37.250 [6511] --> 00:03:41.221 [6630]
von Religion und Spiritualität für alle
zu nutzen, ob religiös oder nicht.

[70] 00:03:43.090 [6686] --> 00:03:46.460 [6787]
Die Erfolge von Freunden zu feiern,
ist eine wichtige Investition

[71] 00:03:46.460 [6787] --> 00:03:48.061 [6835]
in soziale Beziehungen.

[72] 00:03:48.462 [6847] --> 00:03:51.431 [6936]
Würden Sie Lärm machen, wenn Sie
heute hier wären, um einen Freund oder

[73] 00:03:51.431 [6936] --> 00:03:53.033 [6984]
eine geliebte Person zu unterstützen?

[74] 00:03:55.902 [7070] --> 00:03:56.903 [7100]
Wow. Nun, du bekommst

[75] 00:03:57.571 [7120] --> 00:03:58.872 [7159]
einen goldenen Stern.

[76] 00:03:58.872 [7159] --> 00:04:01.775 [7246]
Ich weiß nicht, warum du hier bist.
Du hast es schon herausgefunden,

[77] 00:04:01.775 [7246] --> 00:04:03.043 [7284]
denn es stellt sich heraus,

[78] 00:04:03.043 [7284] --> 00:04:06.246 [7380]
dass wir wirklich gut darin sind,
in einer Krise zusammenzukommen,

[79] 00:04:06.246 [7380] --> 00:04:07.881 [7429]
aber wir sind ziemlich schlecht darin,

[80] 00:04:07.881 [7429] --> 00:04:10.217 [7499]
uns wirklich für die Leistungen
des anderen zu freuen.

[81] 00:04:10.217 [7499] --> 00:04:13.720 [7604]
Außer euch natürlich. Wenn du nicht
geklatscht hast, ist das peinlich.

[82] 00:04:16.490 [7687] --> 00:04:20.227 [7799]
Oder verweilen Sie endlich bei Ihrer
morgendlichen Tasse Kaffee und entspannen

[83] 00:04:20.227 [7799] --> 00:04:24.764 [7935]
Sie sich, um fast alles zu genießen,
was Sie tagsüber in Eile erledigen.

[84] 00:04:26.500 [7987] --> 00:04:30.637 [8111]
In meiner Klasse wurde den Schülern jede Woche
eine bestimmte Angewohnheit zugewiesen.

They had to submit evidence of their practice like a photo,	[85] 00:04:30.637 [8111] --> 00:04:34.007 [8212] Sie mussten Beweise für ihre Praxis wie ein Foto einreichen
summarize the science behind the habit.	[86] 00:04:34.007 [8212] --> 00:04:36.476 [8286] und die Wissenschaft hinter der Gewohnheit zusammenfassen.
They needed to prove to me they knew	[87] 00:04:36.476 [8286] --> 00:04:38.512 [8347] Sie mussten mir beweisen, dass sie wussten,
that I had not just assigned them some woo woo bullshit,	[88] 00:04:38.512 [8347] --> 00:04:41.648 [8441] dass ich ihnen nicht nur irgendeinen Woo-Woo-Blödsinn zugewiesen hatte,
and then reflect honestly on whether or not it helped.	[89] 00:04:41.815 [8446] --> 00:04:45.252 [8549] und dann ehrlich darüber nachdenken, ob es geholfen hat oder nicht.
And I told them I have no skin in this game.	[90] 00:04:45.252 [8549] --> 00:04:47.721 [8623] Und ich habe ihnen gesagt, dass ich in diesem Spiel nichts zu verlieren habe.
I did not invent these habits.	[91] 00:04:47.721 [8623] --> 00:04:49.556 [8678] Ich habe diese Gewohnheiten nicht erfunden.
You will not offend me if you hate them.	[92] 00:04:49.556 [8678] --> 00:04:51.725 [8743] Du wirst mich nicht beleidigen, wenn du sie hasst.
Just tell me the truth.	[93] 00:04:51.725 [8743] --> 00:04:53.193 [8787] Sag mir einfach die Wahrheit.
So yes, I assign joy.	[94] 00:04:53.927 [8809] --> 00:04:55.929 [8869] Also ja, ich weise Freude zu.
I make it mandatory. And what's wild is it works,	[95] 00:04:56.429 [8884] --> 00:05:00.867 [9017] Ich mache es zur Pflicht. Und was verrückt ist, ist, dass es funktioniert,
but not in the way I expected.	[96] 00:05:00.867 [9017] --> 00:05:03.637 [9100] aber nicht so, wie ich es erwartet hatte.
They do the habits they reflect.	[97] 00:05:04.104 [9114] --> 00:05:06.606 [9189] Sie machen die Gewohnheiten, die sie widerspiegeln.
One student wrote about spending time with her family	[98] 00:05:07.307 [9210] --> 00:05:10.177 [9296] Eine Studentin schrieb darüber, Zeit mit ihrer Familie
to practice social connection.	[99] 00:05:10.177 [9296] --> 00:05:12.512 [9366] zu verbringen, um soziale Kontakte zu pflegen.
Connecting with my family did make me feel better.	[100] 00:05:12.512 [9366] --> 00:05:15.549 [9457] Durch die Verbindung zu meiner Familie fühlte ich mich besser.
	[101] 00:05:16.249 [9478] --> 00:05:18.318 [9540]

Count happiness as boosted.

Zähle Glück als gesteigert.

Another student said
about practicing forgiveness.

[102] 00:05:20.387 [9602] --> 00:05:23.456 [9694]
Ein anderer Student sprach über
das Praktizieren von Vergebung.

I'm a bit surprised,
but I found this activity to be helpful.

[103] 00:05:24.191 [9716] --> 00:05:27.694 [9821]
Ich bin ein bisschen überrascht,
aber ich fand diese Aktivität hilfreich.

A lot of faith in my assignments.

[104] 00:05:29.362 [9871] --> 00:05:31.064 [9922]
Viel Vertrauen in meine Aufgaben.

Being able to forgive felt really calming.

[105] 00:05:32.732 [9972] --> 00:05:35.702 [10061]
Verzeihen zu können fühlte
sich wirklich beruhigend an.

I often hear that it's students
favorite class at Vanderbilt,

[106] 00:05:36.136 [10074] --> 00:05:39.272 [10168]
Ich höre oft, dass es der Lieblingsunterricht
der Schüler bei Vanderbilt ist,

which gets me invited
to speak to other groups on campus.

[107] 00:05:39.272 [10168] --> 00:05:43.009 [10280]
weshalb ich eingeladen werde, mit anderen
Gruppen auf dem Campus zu sprechen.

But is a favorite class enough
to make lasting changes

[108] 00:05:43.009 [10280] --> 00:05:44.711 [10331]
Aber reicht eine Lieblingsklasse aus,

[109] 00:05:44.711 [10331] --> 00:05:47.414 [10412]
um in einer leistungsorientierten
Gesellschaft

in an achievement based society?

[110] 00:05:47.414 [10412] --> 00:05:49.649 [10479]
dauerhafte Veränderungen herbeizuführen?

One night I was guest lecturing to another
group on campus

[111] 00:05:50.517 [10505] --> 00:05:54.120 [10613]
Eines Abends hielt ich eine Gastvorlesung
vor einer anderen Gruppe auf dem Campus

about the science of happiness,

[112] 00:05:54.120 [10613] --> 00:05:55.822 [10664]
über die Wissenschaft des Glücks,

and I asked them if they were likely
to try out the habits on their own.

[113] 00:05:55.822 [10664] --> 00:06:00.327 [10799]
und ich fragte sie, ob sie die Gewohnheiten
wahrscheinlich selbst ausprobieren würden.

One student said,

[114] 00:06:00.627 [10808] --> 00:06:02.028 [10850]
Ein Student sagte,

I'm not going to make time
in my day for happiness

[115] 00:06:02.562 [10866] --> 00:06:06.266 [10977]
ich werde mir an meinem Tag keine
Zeit nehmen, um glücklich zu sein,

because the joy it brings is fleeting.

[116] 00:06:06.466 [10983] --> 00:06:09.202 [11065]
weil die Freude,
die es bringt, vergänglich ist.

Another student said
happiness doesn't count on a resume.

[117] 00:06:11.071 [11121] --> 00:06:15.575 [11256]
Ein anderer Student sagte, dass Glück
nicht von einem Lebenslauf abhängt.

[118] 00:06:17.077 [11301] --> 00:06:19.012 [11359]

I'd rather spend my time doing
something I know will pay off later.

These students are playing the long
game every hour, every minute,

every ounce of energy is being invested
in some distant future payoff.

In other words, these students
are telling us

that happiness
doesn't feel like a smart bet.

And I get it, I really do.

But with age comes perspective.

Many of us in this room know
that life can change in an instant.

I'm giving this talk from
a chair because when I was 33,

I woke up paralyzed from the waist down.

A ruptured disc impinged
on my spinal cord,

and it took me years
to relearn how to walk.

Wait to see what mobility would return.

Pull myself out of a deep depression

and learn to live with the chronic
pain that will never leave.

Ich verbringe meine Zeit lieber mit etwas,

[119] 00:06:19.012 [11359] --> 00:06:21.248 [11426]
von dem ich weiß,
dass es sich später auszahlt.

[120] 00:06:23.283 [11487] --> 00:06:26.586 [11586]
Diese Schüler spielen das lange
Spiel jede Stunde, jede Minute,

[121] 00:06:26.586 [11586] --> 00:06:31.424 [11731]
jede Unze Energie wird
in eine ferne Zukunft investiert.

[122] 00:06:31.725 [11740] --> 00:06:34.761 [11831]
Mit anderen Worten,
diese Schüler sagen uns,

[123] 00:06:34.961 [11837] --> 00:06:38.598 [11946]
dass sich Glück nicht wie
eine kluge Wette anfühlt.

[124] 00:06:39.866 [11984] --> 00:06:41.935 [12046]
Und ich verstehe es, wirklich.

[125] 00:06:42.369 [12059] --> 00:06:44.504 [12123]
Aber mit dem Alter kommt die Perspektive.

[126] 00:06:44.971 [12137] --> 00:06:46.673 [12188]
Viele von uns in diesem Raum wissen,

[127] 00:06:46.673 [12188] --> 00:06:48.908 [12255]
dass sich das Leben
augenblicklich ändern kann.

[128] 00:06:49.509 [12273] --> 00:06:52.979 [12377]
Ich halte diesen Vortrag von einem Stuhl
aus, denn als ich 33 war, bin

[129] 00:06:53.046 [12379] --> 00:06:55.348 [12448]
ich von der Hüfte
abwärts gelähmt aufgewacht.

[130] 00:06:55.949 [12466] --> 00:06:58.418 [12540]
Ein Bandscheibenbruch
traf mein Rückenmark,

[131] 00:06:58.418 [12540] --> 00:07:01.221 [12624]
und ich brauchte Jahre,
um wieder laufen zu lernen.

[132] 00:07:01.521 [12633] --> 00:07:03.957 [12706]
Mal sehen, welche
Mobilität zurückkehren würde.

[133] 00:07:03.957 [12706] --> 00:07:06.126 [12771]
Raus aus einer tiefen Depression

[134] 00:07:06.459 [12781] --> 00:07:08.495 [12842]
und lerne, mit den chronischen
Schmerzen zu leben,

	[135] 00:07:08.495 [12842] --> 00:07:10.330 [12897] die niemals verschwinden werden.
When my students tell me they're postponing joy for later,	[136] 00:07:10.830 [12912] --> 00:07:15.035 [13038] Wenn meine Schüler mir sagen, dass sie Freude auf später verschieben,
I feel a sense of urgency they can't yet understand.	[137] 00:07:15.502 [13052] --> 00:07:19.272 [13165] verspüre ich ein Gefühl der Dringlichkeit, das sie noch nicht verstehen können.
A few months after the semester ended,	[138] 00:07:20.874 [13213] --> 00:07:23.143 [13281] Ein paar Monate nach Semesterende
I pulled my positive psychology students to see if they kept up the habits.	[139] 00:07:23.143 [13281] --> 00:07:25.578 [13354] habe ich meine Studierenden der Positiven Psychologie zusammengerufen,
	[140] 00:07:25.578 [13354] --> 00:07:27.914 [13424] um zu sehen, ob sie die Gewohnheiten beibehalten haben.
Given their enthusiasm for the course.	[141] 00:07:27.914 [13424] --> 00:07:30.016 [13487] Angesichts ihrer Begeisterung für den Kurs.
I really thought that they would.	[142] 00:07:30.016 [13487] --> 00:07:32.252 [13554] Ich dachte wirklich, dass sie das tun würden.
But most of them admitted that they did not.	[143] 00:07:32.519 [13562] --> 00:07:36.022 [13667] Aber die meisten von ihnen gaben zu, dass sie es nicht taten.
Why didn't they keep up the habits?	[144] 00:07:36.956 [13695] --> 00:07:39.492 [13771] Warum haben sie die Gewohnheiten nicht beibehalten?
They treated it like any other class,	[145] 00:07:40.427 [13799] --> 00:07:42.629 [13865] Sie behandelten es wie jede andere Klasse und
forgetting about the habits as soon as the semester was over.	[146] 00:07:42.629 [13865] --> 00:07:46.333 [13976] vergaßen die Gewohnheiten, sobald das Semester vorbei war.
I bet many of you can remember cramming for exams in college just	[147] 00:07:47.100 [13999] --> 00:07:49.336 [14066] Ich wette, viele von Ihnen können sich erinnern,
	[148] 00:07:49.336 [14066] --> 00:07:51.338 [14126] im College für Prüfungen gestopft zu haben,
to forget the information as soon as it became irrelevant.	[149] 00:07:51.338 [14126] --> 00:07:54.674 [14226] nur um die Informationen zu vergessen, sobald sie irrelevant wurden.
Yeah, I didn't do that,	[150] 00:07:55.308 [14245] --> 00:07:58.511 [14341] Ja, das habe ich nicht getan,

but I thought you guys did.

I don't think that
my students are telling me

that they think happiness is irrelevant.

They think that prioritizing happiness
will cause them to lose their edge,

and they will lose their edge
as they currently know it.

But it would be replaced
by something even greater.

And here's how I know this is true.

I have now taught some version
of this class to middle schoolers,

high schoolers, college students,
middle aged adults, and retirees.

It's the right move is to postpone joy
thinking that it will come

once you get into grad school,
land your dream job, buy a house.

Then why does a room full
of upper middle class retirees

who have many of those riches still
sign up for a course on happiness.

Why are you here today
for this event on Joy?

aber ich dachte, ihr habt es getan.

[151] 00:08:00.613 [14404] --> 00:08:03.450 [14489]
Ich glaube nicht,
dass meine Schüler mir sagen,

[152] 00:08:03.450 [14489] --> 00:08:05.885 [14562]
dass sie Glück für irrelevant halten.

[153] 00:08:06.486 [14580] --> 00:08:09.155 [14660]
Sie glauben, dass sie
ihren Vorteil verlieren,

[154] 00:08:09.155 [14660] --> 00:08:11.624 [14734]
wenn sie Glück in den Vordergrund stellen,

[155] 00:08:12.025 [14746] --> 00:08:15.929 [14863]
und sie werden ihren Vorteil verlieren,
wie sie ihn derzeit kennen.

[156] 00:08:16.129 [14869] --> 00:08:19.299 [14964]
Aber es würde durch etwas
noch Größeres ersetzt werden.

[157] 00:08:19.532 [14971] --> 00:08:21.668 [15035]
Und so weiß ich, dass das wahr ist.

[158] 00:08:22.469 [15059] --> 00:08:26.973 [15194]
Ich habe jetzt einige Versionen
dieser Klasse für Schüler der Mittelstufe,

[159] 00:08:26.973 [15194] --> 00:08:31.611 [15333]
Gymnasiasten, Studenten, Erwachsenen
mittleren Alters und Rentner unterrichtet.

[160] 00:08:31.978 [15344] --> 00:08:33.480 [15389]
Es ist der richtige Schritt,

[161] 00:08:33.480 [15389] --> 00:08:36.850 [15490]
die Freude aufzuschieben und zu denken,
dass sie kommen wird,

[162] 00:08:36.850 [15490] --> 00:08:38.818 [15549]
wenn Sie in die Graduiertenschule kommen,

[163] 00:08:38.818 [15549] --> 00:08:40.820 [15609]
Ihren Traumjob bekommen, ein Haus kaufen.

[164] 00:08:41.254 [15622] --> 00:08:45.191 [15740]
Warum meldet sich dann ein Raum
voller Rentner der oberen Mittelschicht,

[165] 00:08:45.191 [15740] --> 00:08:50.363 [15895]
die viele dieser Reichtümer haben,
immer noch für einen Glückskurs an?

[166] 00:08:51.164 [15919] --> 00:08:54.334 [16014]
Warum bist du heute
zu dieser Veranstaltung über Joy hier?

[167] 00:08:55.535 [16050] --> 00:09:00.006 [16184]

Because we live in broken systems
that put the cart before the horse.

Education rewards test scores,
not well-being.

Work rewards output, not community.

Many families applaud
discipline over delight.

We have all built and continue
to uphold these flawed systems

in which we're always chasing success

and then moving the goalposts back,
incorrectly expecting happiness to follow.

But here's the thing science shows
us that happiness leads to success,

not the other way around.

We know this because people
who build joy are not just happier,

they're more resilient,
more focused, more connected.

They recover faster,
they lead better, and they live longer.

All things I want for my students.

All things we want for each other.

What I learned from my class is this
we have the best shot at happiness

Weil wir in kaputten Systemen leben,
die das Pferd von hinten aufzäumen.

[168] 00:09:00.573 [16201] --> 00:09:03.443 [16287]
Bildung belohnt Testergebnisse,
nicht Wohlbefinden.

[169] 00:09:03.943 [16302] --> 00:09:06.446 [16377]
Arbeit belohnt Leistung,
nicht Gemeinschaft.

[170] 00:09:06.780 [16387] --> 00:09:10.483 [16498]
In vielen Familien ist
Disziplin wichtiger als Freude.

[171] 00:09:11.384 [16525] --> 00:09:15.622 [16652]
Wir alle haben diese fehlerhaften
Systeme aufgebaut,

[172] 00:09:15.622 [16652] --> 00:09:18.024 [16724]
in denen wir immer dem Erfolg nachjagen

[173] 00:09:18.024 [16724] --> 00:09:20.193 [16789]
und dann die Torpfosten
nach hinten verschieben,

[174] 00:09:20.193 [16789] --> 00:09:23.163 [16878]
weil wir fälschlicherweise
erwarten, dass Glück folgt.

[175] 00:09:23.730 [16895] --> 00:09:28.635 [17042]
Aber die Wissenschaft zeigt uns,
dass Glück zum Erfolg führt

[176] 00:09:28.902 [17050] --> 00:09:30.570 [17100]
und nicht umgekehrt.

[177] 00:09:31.704 [17134] --> 00:09:35.875 [17259]
Wir wissen das, weil Menschen, die Freude
bereiten, nicht nur glücklicher sind,

[178] 00:09:36.276 [17271] --> 00:09:39.679 [17373]
sie sind auch widerstandsfähiger,
konzentrierter und verbundener.

[179] 00:09:39.979 [17382] --> 00:09:43.783 [17496]
Sie erholen sich schneller,
sie führen besser und sie leben länger.

[180] 00:09:44.484 [17517] --> 00:09:46.920 [17590]
All things we want for each other.
für meine Schüler wünsche.

[181] 00:09:46.920 [17590] --> 00:09:49.322 [17662]
Alles Dinge, die wir füreinander wollen.

[182] 00:09:50.457 [17696] --> 00:09:52.692 [17763]
Was ich in meinem Kurs gelernt habe,

[183] 00:09:52.692 [17763] --> 00:09:55.762 [17855]
ist, dass wir die besten Chancen
auf Glück haben,

when we belong to systems that treat it
as a basis, a precursor,

a foundation for everything else.

And do you know who makes the systems?

We do. We make the systems, the families,
the classrooms, the neighborhoods,

the boardrooms. We can make this change
if you play a role in a child's life.

You can ask them what they did
to make themselves happy each day

before you ask them to achieve.

Neighbours and friends,

you can set the expectation that you'll
socially connect on a regular basis.

Start a block party. Start a book club.

Volunteer together.

Employers, you can reward your employees

for using all their vacation
time knowing

that success and productivity
will follow their rest.

[184] 00:09:55.929 [17860] --> 00:10:00.967 [18011]
wenn wir zu Systemen gehören,
die es als Grundlage, als Vorläufer,

[185] 00:10:01.000 [18012] --> 00:10:03.403 [18084]
als Grundlage für alles andere behandeln.

[186] 00:10:04.838 [18127] --> 00:10:07.674 [18212]
Und weißt du, wer die Systeme herstellt?

[187] 00:10:08.641 [18241] --> 00:10:10.677 [18302]
Das tun wir. Wir machen die Systeme,

[188] 00:10:10.677 [18302] --> 00:10:13.746 [18394]
die Familien, die Klassenzimmer,
die Nachbarschaften,

[189] 00:10:13.746 [18394] --> 00:10:16.449 [18475]
die Sitzungssäle. Wir können das ändern,

[190] 00:10:16.449 [18475] --> 00:10:19.853 [18577]
wenn Sie im Leben eines
Kindes eine Rolle spielen.

[191] 00:10:20.019 [18582] --> 00:10:21.321 [18621]
Sie können sie jeden Tag fragen,

[192] 00:10:21.321 [18621] --> 00:10:23.857 [18697]
was sie getan haben,
um sich selbst glücklich

[193] 00:10:23.857 [18697] --> 00:10:26.359 [18772]
zu machen, bevor Sie sie bitten,
etwas zu erreichen.

[194] 00:10:27.293 [18800] --> 00:10:28.828 [18846]
Nachbarn und Freunde,

[195] 00:10:28.895 [18848] --> 00:10:33.566 [18988]
ihr könnt erwarten, dass ihr regelmäßig
soziale Kontakte knüpft.

[196] 00:10:33.700 [18992] --> 00:10:35.902 [19058]
Starte eine Blockparty.
Starte einen Buchclub.

[197] 00:10:35.902 [19058] --> 00:10:37.604 [19109]
Gemeinsam ehrenamtlich arbeiten.

[198] 00:10:38.171 [19126] --> 00:10:41.407 [19223]
Arbeitgeber, Sie können
Ihre Mitarbeiter dafür

[199] 00:10:41.407 [19223] --> 00:10:44.611 [19319]
belohnen, dass sie ihre gesamte
Urlaubszeit in dem Wissen nutzen,

[200] 00:10:44.611 [19319] --> 00:10:48.548 [19437]
dass Erfolg und Produktivität
von ihnen abhängen.

Look, the happiest
countries are not that way

because their citizens
read the right self-help books

or listen to the right podcasts.

They're that way in part because
of what I'm describing here.

What if we all took
whatever collective power we have

and made sure that we create systems
that embed happiness promoting norms,

which in turn makes it possible,
if not probable or even inevitable,

that people will then be able to make
and sustain happiness enhancing choices.

That is how we grade happiness and give
it the credit it deserves.

Thank you.

[201] 00:10:49.816 [19475] --> 00:10:53.686 [19591]
Schauen Sie, die glücklichsten
Länder sind nicht so,

[202] 00:10:53.720 [19592] --> 00:10:57.557 [19707]
weil ihre Bürger die richtigen
Selbsthilfebücher lesen

[203] 00:10:57.790 [19714] --> 00:11:00.193 [19786]
oder die richtigen Podcasts hören.

[204] 00:11:00.693 [19801] --> 00:11:04.230 [19907]
Sie sind zum Teil aufgrund dessen,
was ich hier beschreibe, so.

[205] 00:11:04.998 [19930] --> 00:11:09.035 [20051]
Was wäre, wenn wir alle die kollektive
Macht nutzen würden, die wir haben

[206] 00:11:09.669 [20070] --> 00:11:11.771 [20133]
und wir haben dafür gesorgt,

[207] 00:11:11.771 [20133] --> 00:11:16.609 [20278]
dass wir Systeme schaffen,
die glücksfördernde Normen verankern,

[208] 00:11:16.876 [20286] --> 00:11:18.845 [20345]
was es wiederum ermöglicht,

[209] 00:11:18.845 [20345] --> 00:11:23.016 [20470]
wenn nicht sogar wahrscheinlich
oder sogar unvermeidlich,

[210] 00:11:23.349 [20480] --> 00:11:25.451 [20543]
dass Menschen dann in der Lage sind,

[211] 00:11:25.451 [20543] --> 00:11:29.255 [20657]
glücksfördernde Entscheidungen
zu treffen und aufrechtzuerhalten.

[212] 00:11:29.889 [20676] --> 00:11:34.527 [20815]
So bewerten wir Glück und geben
ihm die Anerkennung, die es verdient.

[213] 00:11:35.161 [20834] --> 00:11:36.229 [20866]
Danke.

6. Automatic translation by CaptionHub English – Romanian

Complete this sentence.	[1] 00:00:02.169 [65] --> 00:00:04.004 [120] Completați această propoziție.
Parents often say, more than anything else, I want my child to be,	[2] 00:00:04.238 [127] --> 00:00:05.405 [162] Părinții spun adesea, [3] 00:00:05.405 [162] --> 00:00:08.709 [261] mai mult decât orice altceva, mi-aș dori ca copilul meu să fie,
Of course, happy.	[4] 00:00:10.310 [309] --> 00:00:11.879 [356] fericit, bineînțeles.
That universally desirable state of being.	[5] 00:00:12.279 [368] --> 00:00:13.614 [408] Acea stare de bine generală
The ultimate goal. We all want it.	[6] 00:00:13.614 [408] --> 00:00:14.948 [448] dorită de toată lumea. [7] 00:00:15.148 [454] --> 00:00:17.885 [536] Scopul final. Cu toții o vrem.
Advice is everywhere about how to achieve it.	[8] 00:00:17.918 [537] --> 00:00:19.419 [582] Sfaturi cum să o obții primești oriunde.
So how come happiness is the number one thing we want for each other,	[9] 00:00:21.555 [646] --> 00:00:23.991 [719] Deci, cum se face că fericirea este lucrul
for ourselves?	[10] 00:00:23.991 [719] --> 00:00:26.426 [792] pe care ni-l dorim cel mai mult atât pentru alții,
And yet somehow, not the number one thing taught in schools.	[11] 00:00:26.526 [795] --> 00:00:27.694 [830] cât și pentru noi? [12] 00:00:27.995 [839] --> 00:00:32.266 [967] Și totuși, cumva, nu este materia numărul unu predată în școli.
Think about what we grade today.	[13] 00:00:32.966 [988] --> 00:00:34.768 [1042] Gândiți-vă la ce evaluăm azi.
Productivity, performance, analytic skills.	[14] 00:00:35.202 [1055] --> 00:00:38.972 [1168] Productivitate, performanță, gândire analitică. [15] 00:00:39.806 [1193] --> 00:00:43.210 [1295]

But happiness? We leave that up to chance.

Dar fericirea? O lăsăm
la voia întâmplării.

Why do we leave happiness up to chance?

[16] 00:00:43.844 [1314] --> 00:00:46.446 [1392]
De ce lăsăm fericirea la voia întâmplării?

Because we live in a society
where we built

[17] 00:00:47.481 [1423] --> 00:00:50.450 [1512]
Pentru că trăim într-o societate în care

and maintain systems that emphasize
accomplishments, achievements,

[18] 00:00:50.450 [1512] --> 00:00:55.522 [1664]
am creat sisteme pe care le menținem și
care pun accentul pe împliniri,

and possessions as means
for attaining happiness.

[19] 00:00:55.522 [1664] --> 00:00:59.092 [1771]
reușite și pe bunurile materiale ca
modalități de atingere a fericirii.

I'm going to take this opportunity today

[20] 00:00:59.960 [1797] --> 00:01:02.029 [1859]
Voi profita de această ocazie astăzi

to tell you why
that is completely backwards.

[21] 00:01:02.029 [1859] --> 00:01:04.631 [1937]
și vă voi explica de ce
acest lucru este total pe dos.

And the good news is we
can flip the script,

[22] 00:01:04.631 [1937] --> 00:01:07.668 [2028]
Iar vestea cea bună este că
putem schimba cursul lucrurilor,

because science shows that there are
specific habits that cause happiness,

[23] 00:01:08.101 [2041] --> 00:01:12.839 [2183]
deoarece știința arată că există obiceiuri
specifice care provoacă fericirea,

not just correlate with it, but create it.

[24] 00:01:13.206 [2194] --> 00:01:16.143 [2282]
nu doar corelează cu ea, ci o creează.

Happiness is a skill, and if
something highly valued can be taught,

[25] 00:01:17.077 [2310] --> 00:01:22.482 [2472]
Fericirea este o abilitate, iar dacă
ceva atât de valoros poate fi predat,

practiced and improved,

[26] 00:01:22.482 [2472] --> 00:01:24.318 [2527]
exersat și perfecționat,

then why shouldn't it be required

[27] 00:01:24.618 [2536] --> 00:01:26.620 [2596]
atunci de ce nu ar fi o cerință

or at least offered in our academic structure?	[28] 00:01:26.620 [2596] --> 00:01:30.057 [2699] sau cel puțin o opțiune în oferta noastră academică?
As a professor at Vanderbilt,	[29] 00:01:31.391 [2739] --> 00:01:32.993 [2787] Ca profesor la Vanderbilt,
I made the strategic decision to assess happiness	[30] 00:01:32.993 [2787] --> 00:01:36.296 [2886] am luat decizia strategică de a evalua fericirea
in my positive psychology class.	[31] 00:01:36.363 [2888] --> 00:01:38.298 [2946] la cursul meu de psihologie pozitivă.
And here's what I learned.	[32] 00:01:38.999 [2967] --> 00:01:40.667 [3017] Și iată ce am învățat.
Even the brightest, most ambitious people won't make time	[33] 00:01:40.667 [3017] --> 00:01:45.072 [3149] Chiar și cei mai străluciți, cei mai ambicioși oameni nu își vor face timp
for their own happiness unless it's required.	[34] 00:01:45.072 [3149] --> 00:01:49.643 [3286] pentru propria fericire decât dacă este necesar.
Here's my favorite finding about happiness that I love to share,	[35] 00:01:52.779 [3380] --> 00:01:56.483 [3491] Vă prezint cu plăcere descoperirea mea legată de fericire
which eventually change the way that I teach.	[36] 00:01:56.483 [3491] --> 00:01:59.286 [3575] care în cele din urmă influențează modul în care predau.
Half of it is genetic.	[37] 00:01:59.753 [3589] --> 00:02:01.121 [3630] 50% are cauze genetice.
Your biological set point.	[38] 00:02:01.121 [3630] --> 00:02:02.589 [3674] Reperul tău biologic.
It's too late to do anything about that.	[39] 00:02:02.589 [3674] --> 00:02:05.192 [3752] E prea târziu pentru a face ceva în acest sens.

But scientists have shown that up to 40%
is within your direct daily control.

How you spend your time,
what you focus on, what you practice.

As the science on happiness
evolves and becomes more nuanced,

those numbers change,

but the most important premise
remains you can boost your well-being

with intentional behavior, and you
can maintain those increases over time.

As a cognitive psychologist by training,

I started teaching positive psychology
with some heavy skepticism

of this research on happiness.

But given how important it is to my
students for the rest of their lives,

I wanted to let them draw
conclusions on their own.

[40] 00:02:05.192 [3752] --> 00:02:11.264 [3934]

Dar oamenii de știință au arătat
că până la 40% se află sub controlul

[41] 00:02:11.632 [3945] --> 00:02:15.602 [4064]

propriu zilnic. Cum îți petreci timpul,
cu ce te ocupi, ce faci.

[42] 00:02:16.403 [4088] --> 00:02:20.007 [4196]

Pe măsură ce știința despre
fericire evoluează și devine mai nuanțată,

[43] 00:02:20.040 [4197] --> 00:02:21.375 [4237]

statistica se schimbă,

[44] 00:02:21.508 [4241] --> 00:02:26.380 [4387]

dar cea mai importantă premisă
rămâne că îți poți spori bunăstarea

[45] 00:02:26.380 [4387] --> 00:02:29.116 [4469]

print-un comportament intenționat

[46] 00:02:29.116 [4469] --> 00:02:31.818 [4550]

astfel menținând bunăstarea în timp.

[47] 00:02:32.919 [4583] --> 00:02:35.322 [4655]

Ca psiholog cognitiv de profesie,

[48] 00:02:35.322 [4655] --> 00:02:39.626 [4784]

am început să predau psihologie
pozitivă având îndoieli mari

[49] 00:02:39.626 [4784] --> 00:02:41.628 [4844]

față de cercetările privind fericirea.

[50] 00:02:42.295 [4864] --> 00:02:46.199 [4981]

Dar având în vedere importanța acesteia
pentru viitorul persoanelor care studiază

[51] 00:02:46.199 [4981] --> 00:02:49.369 [5076]

am preferat să-i las să tragă ei
concluzii pe cont propriu.

[52] 00:02:49.870 [5091] --> 00:02:52.272 [5163]

I couldn't have them
change their genetics,

but what I could do was assign intentional
behaviors to see what would happen

to their happiness.

The course was built around empirically
validated habits inspired by the work

of Doctor Sonja Lyubomirsky.

Things like writing but not
delivering a letter of forgiveness.

This falls under
the umbrella of redefining

and practicing forgiveness
as an act entirely for yourself.

But because we're trying to be happy here,
delivering this letter is a no no.

Identifying one
ungrateful thought each day

and substituting it with a grateful one.

Nu i-am putut face să-și schimbe genetica,

[53] 00:02:52.472 [5169] --> 00:02:57.711 [5326]
dar a fost posibil să le solicit
comportamente intenționate,

[54] 00:02:57.711 [5326] --> 00:02:58.745 [5357]
pentru a vedea ce se întâmplă cu
fericirea lor.

[55] 00:02:59.913 [5392] --> 00:03:03.950 [5513]
Cursul s-a bazat pe
obiceiuri validate empiric și inspirate

[56] 00:03:03.950 [5513] --> 00:03:06.053 [5576]
din munca doamenei
doctor Sonja Lyubomirsky.

[57] 00:03:06.186 [5580] --> 00:03:10.457 [5708]
De exemplu scrierea unei scrisori,
fără a o trimite pentru a cere iertare.

[58] 00:03:11.124 [5728] --> 00:03:13.427 [5797]
Asta se încadrează
sub umbrela redefinirii

[59] 00:03:13.427 [5797] --> 00:03:17.130 [5908]
și practicării iertării ca un
act exclusiv pentru tine.

[60] 00:03:17.564 [5921] --> 00:03:19.833 [5989]
Dar pentru că aici exersăm
cum să fim fericiți,

[61] 00:03:19.833 [5989] --> 00:03:21.802 [6048]
scrisoarea nu se va livra.

[62] 00:03:24.404 [6126] --> 00:03:27.507 [6219]
Identificarea unui gând
negativ în fiecare zi

[63] 00:03:27.507 [6219] --> 00:03:29.876 [6290]
și înlocuirea acestuia
cu unul pozitiv.

Experiencing awe and wonder in nature as a way of reaping the benefits	[64] 00:03:32.312 [6363] --> 00:03:37.250 [6511] Admirația și fascinația trăite în natură este o modalitate de acces la beneficiile
of religion and spirituality for everyone, religious or not.	[65] 00:03:37.250 [6511] --> 00:03:41.221 [6630] aduse de religie și spiritualitate, indiferent de apartenența religioasă.
Celebrating friends accomplishments as an important investment	[66] 00:03:43.090 [6686] --> 00:03:46.460 [6787] Sărbătorirea realizărilor oamenilor dragi ca o investiție importantă
in social relationships.	[67] 00:03:46.460 [6787] --> 00:03:48.061 [6835] în relațiile sociale.
Would you make some noise if you're here to support a friend	[68] 00:03:48.462 [6847] --> 00:03:50.764 [6916] Vă rog să aplaudați, dacă astăzi susțineți aici
or loved one today?	[69] 00:03:50.764 [6916] --> 00:03:53.033 [6984] pe cineva apropiat sau iubit ?
Wow.	[70] 00:03:55.902 [7070] --> 00:03:56.903 [7100] Uau.
Well, you get a gold star.	[71] 00:03:57.571 [7120] --> 00:03:58.872 [7159] Bravo, așa da, nota zece!
I don't know why you're here. You already have it figured out,	[72] 00:03:58.872 [7159] --> 00:04:01.775 [7246] Nu știu de ce sunteți aici. Probabil v-ați dat seama deja,
because it turns out that we're really good at coming together in a crisis	[73] 00:04:01.775 [7246] --> 00:04:06.246 [7380] că se pare, că suntem excepționali în a ne mobiliza în timpuri grele
but we're pretty bad at being genuinely happy for one another's accomplishments.	[74] 00:04:06.246 [7380] --> 00:04:10.217 [7499] dar eșuăm când ar trebui să ne bucurăm cu adevărat de realizările celorlalți.
Except for you guys, obviously.	[75] 00:04:10.217 [7499] --> 00:04:13.720 [7604] În afară de dumneavoastră, evident.

If you didn't clap, that's embarrassing.

Or finally lingering over
your morning cup of coffee,

slowing down to savor almost anything
that you rush through during the day.

Each week in my class,
students were assigned a specific habit.

They had to submit evidence
of their practice like a photo,

summarize the science behind the habit.

They needed to prove
to me they knew

that I had not just assigned them
some woo woo bullshit,

and then reflect honestly
on whether or not it helped.

And I told them
I have no skin in this game.

I did not invent these habits.

Dacă nu ați aplaudat, este jenant.

[76] 00:04:16.490 [7687] --> 00:04:19.826 [7787]
Sau, în cele din urmă, luându-vă timp
pentru cafeaua de dimineață,

[77] 00:04:20.227 [7799] --> 00:04:24.764 [7935]
încetinind, astfel savurând totul,
ce ați face în grabă în timpul zilei.

[78] 00:04:26.500 [7987] --> 00:04:28.568 [8049]
La orele mele săptămânale
le-am solicitat

[79] 00:04:28.568 [8049] --> 00:04:30.637 [8111]
studenților
un comportament anume .

[80] 00:04:30.637 [8111] --> 00:04:34.007 [8212]
Au trebuit să demonstreze că au
exersat, prezentând dovezi cum ar fi

[81] 00:04:34.007 [8212] --> 00:04:36.476 [8286]
o poză și să facă un rezumat
a teoriei obiceului.

[82] 00:04:36.476 [8286] --> 00:04:38.512 [8347]
Trebuiau să-mi demonstreze,

[83] 00:04:38.512 [8347] --> 00:04:41.148 [8426]
că au înțeles
că nu le-am cerut tâmpenii.

[84] 00:04:41.815 [8446] --> 00:04:44.818 [8536]
După care au trebuit să reflecteze
sincer dacă a ajutat sau nu.

[85] 00:04:45.252 [8549] --> 00:04:47.721 [8623]
Și le-am spus
că jocul nu îmi aduce niciun avantaj.

[86] 00:04:47.721 [8623] --> 00:04:49.556 [8678]
Nu eu am inventat
obiceiurile astea.

You will not offend me if you hate them.	[87] 00:04:49.556 [8678] --> 00:04:51.625 [8740] Nu mă veți blestema, dacă îl veți displace.
Just tell me the truth.	[88] 00:04:51.725 [8743] --> 00:04:53.193 [8787] Doar spuneți-mi adevărul.
So yes, I assign joy.	[89] 00:04:53.927 [8809] --> 00:04:55.929 [8869] Deci da, eu impun bucurie.
I make it mandatory. And what's wild is it works,	[90] 00:04:56.429 [8884] --> 00:05:00.867 [9017] O fac obligatorie. Și ceea ce este uluitor este că funcționează,
but not in the way I expected.	[91] 00:05:00.867 [9017] --> 00:05:03.637 [9100] dar nu în felul în care mă așteptam.
They do the habits they reflect.	[92] 00:05:04.104 [9114] --> 00:05:06.606 [9189] Ei reflectă obișnuințele lor.
One student wrote about spending time with her family	[93] 00:05:07.307 [9210] --> 00:05:10.177 [9296] Cineva din curs a descris cum petrece timpul cu familia sa
to practice social connection.	[94] 00:05:10.177 [9296] --> 00:05:12.112 [9354] pentru a practica conexiunea socială.
Connecting with my family did make me feel better.	[95] 00:05:12.512 [9366] --> 00:05:15.549 [9457] Conectarea cu familia m-a făcut să mă simt mai bine.
Count happiness as boosted.	[96] 00:05:16.249 [9478] --> 00:05:18.318 [9540] Considerați fericirea ca fiind stimulată.
Another student said about practicing forgiveness.	[97] 00:05:20.387 [9602] --> 00:05:23.456 [9694] Altcineva a povestit despre practicarea iertării.
I'm a bit surprised, but I found this activity to be helpful.	[98] 00:05:24.191 [9716] --> 00:05:27.694 [9821] Spre surprinderea mea, am găsit această activitate utilă.
	[99] 00:05:29.362 [9871] --> 00:05:31.064 [9922]

A lot of faith in my assignments.

Multă încredere în temele mele.

Being able to forgive felt really calming.

[100] 00:05:32.732 [9972] --> 00:05:35.702 [10061]

Capacitatea de a ierta

chiar are un efect liniștitor.

I often hear that it's students
favorite class at Vanderbilt,

[101] 00:05:36.136 [10074] --> 00:05:39.272 [10168]

Aud adesea că este clasa preferată

la Vanderbilt,

which gets me invited
to speak to other groups on campus.

[102] 00:05:39.272 [10168] --> 00:05:42.509 [10265]

ceea ce mă face invitat să

vorbesc cu alte grupuri din campus.

But is a favorite class enough
to make lasting changes

[103] 00:05:43.009 [10280] --> 00:05:47.414 [10412]

Dar este o clasă preferată suficientă

pentru a face schimbări de durată

in an achievement based society?

[104] 00:05:47.414 [10412] --> 00:05:49.649 [10479]

într-o societate bazată pe realizări?

One night I was guest lecturing to another
group on campus

[105] 00:05:50.517 [10505] --> 00:05:54.120 [10613]

Într-o seară, am ținut

lecții unui alt grup din campus

about the science of happiness,

[106] 00:05:54.120 [10613] --> 00:05:55.822 [10664]

despre știința fericirii

and I asked them if they were likely
to try out the habits on their own.

[107] 00:05:55.822 [10664] --> 00:05:59.826 [10784]

și i-am întrebat dacă ar fi probabil

să încerce obiceiurile pe cont propriu.

One student said,

[108] 00:06:00.627 [10808] --> 00:06:02.028 [10850]

Un student a spus:

I'm not going to make time
in my day for happiness

[109] 00:06:02.562 [10866] --> 00:06:05.765 [10962]

Nu voi face timp în

ziua mea pentru fericire,

because the joy it brings is fleeting.

[110] 00:06:06.466 [10983] --> 00:06:09.202 [11065]

deoarece bucuria pe care

o aduce este trecătoare.

[111] 00:06:11.071 [11121] --> 00:06:15.575 [11256]

Another student said
happiness doesn't count on a resume.

I'd rather spend my time doing
something I know will pay off later.

These students are playing the long
game every hour, every minute,

every ounce of energy is being invested
in some distant future payoff.

In other words, these students
are telling us

that happiness
doesn't feel like a smart bet.

And I get it, I really do.

But with age comes perspective.

Many of us in this room know
that life can change in an instant.

I'm giving this talk from
a chair because when I was 33,

I woke up paralyzed from the waist down.

A ruptured disc impinged
on my spinal cord,

and it took me years

Un alt student a spus că
fericirea nu contează pe un CV.

[112] 00:06:17.077 [11301] --> 00:06:21.248 [11426]
Aș prefera să-mi petrec timpul făcând ceva
ce știu că va da roade mai târziu.

[113] 00:06:23.283 [11487] --> 00:06:26.586 [11586]
Acești studenți joacă jocul lung
în fiecare oră, în fiecare minut,

[114] 00:06:26.586 [11586] --> 00:06:31.424 [11731]
fiecare uncie de energie este investită
într-o recompensă viitoare îndepărtată.

[115] 00:06:31.725 [11740] --> 00:06:34.761 [11831]
Cu alte cuvinte, acești studenți ne spun

[116] 00:06:34.961 [11837] --> 00:06:38.598 [11946]
că fericirea nu se simte
ca un pariu inteligent.

[117] 00:06:39.866 [11984] --> 00:06:41.935 [12046]
Și o înțeleg, chiar o înțeleg.

[118] 00:06:42.369 [12059] --> 00:06:44.504 [12123]
Dar odată cu vârsta vine perspectiva.

[119] 00:06:44.971 [12137] --> 00:06:48.908 [12255]
Mulți dintre noi în această cameră știu
că viața se poate schimba într-o clipă.

[120] 00:06:49.509 [12273] --> 00:06:52.979 [12377]
Țin acest discurs de pe un scaun
pentru că, când aveam 33 de ani,

[121] 00:06:53.046 [12379] --> 00:06:55.348 [12448]
m-am trezit paralizat de la talie în jos.

[122] 00:06:55.949 [12466] --> 00:06:58.418 [12540]
Un disc rupt mi-a lovit măduva spinării

[123] 00:06:58.418 [12540] --> 00:07:01.221 [12624]
și mi-a luat ani de zile

to relearn how to walk.

să reînvăţ cum să merg.

Wait to see what mobility would return.

[124] 00:07:01.521 [12633] --> 00:07:03.723 [12699]

Aşteptaţi să vedeţi ce
mobilitate va reveni.

Pull myself out of a deep depression

[125] 00:07:03.957 [12706] --> 00:07:06.126 [12771]

Scoate-mă dintr-o depresie profundă

and learn to live with the chronic
pain that will never leave.

[126] 00:07:06.459 [12781] --> 00:07:09.829 [12882]

şi învaţă să trăiesc cu durerea
cronică care nu va pleca niciodată.

When my students tell me
they're postponing joy for later,

[127] 00:07:10.830 [12912] --> 00:07:15.035 [13038]

Când elevii mei îmi spun că
amână bucuria pentru mai târziu,

I feel a sense of urgency
they can't yet understand.

[128] 00:07:15.502 [13052] --> 00:07:19.272 [13165]

simt un sentiment de urgenţă
pe care încă nu îl pot înţelege.

A few months after the semester ended,

[129] 00:07:20.874 [13213] --> 00:07:23.143 [13281]

La câteva luni după
încheierea semestrului,

I pulled my positive psychology students
to see if they kept up the habits.

[130] 00:07:23.143 [13281] --> 00:07:27.547 [13413]

mi-am atras studenţii de la psihologie pozitivă
pentru a vedea dacă au păstrat obiceiurile.

Given their enthusiasm for the course.

[131] 00:07:27.914 [13424] --> 00:07:30.016 [13487]

Având în vedere
entuziasmul lor pentru curs.

I really thought that they would.

[132] 00:07:30.016 [13487] --> 00:07:31.751 [13539]

Chiar credeam că o vor face.

But most of them
admitted that they did not.

[133] 00:07:32.519 [13562] --> 00:07:36.022 [13667]

Dar cei mai mulţi dintre ei
au recunoscut că nu au făcut-o.

Why didn't they keep up the habits?

[134] 00:07:36.956 [13695] --> 00:07:38.992 [13756]

De ce nu şi-au păstrat obiceiurile?

[135] 00:07:40.427 [13799] --> 00:07:42.629 [13865]

They treated it like any other class,

forgetting about the habits

as soon as the semester was over.

I bet many of you can remember cramming

for exams in college just

to forget the information

as soon as it became irrelevant.

Yeah, I didn't do that,

but I thought you guys did.

I don't think that

my students are telling me

that they think happiness is irrelevant.

They think that prioritizing happiness

will cause them to lose their edge,

and they will lose their edge

as they currently know it.

But it would be replaced

by something even greater.

And here's how I know this is true.

I have now taught some version

of this class to middle schoolers,

Au tratat-o ca orice altă clasă,

[136] 00:07:42.629 [13865] --> 00:07:46.333 [13976]

uitând de obiceiuri imediat

ce s-a terminat semestrul.

[137] 00:07:47.100 [13999] --> 00:07:51.338 [14126]

Pun pariu că mulți dintre voi vă

amintiți că v-ați înghesuit la examene

[138] 00:07:51.338 [14126] --> 00:07:55.175 [14241]

la facultate doar pentru a uita informațiile

imediat ce au devenit irelevante.

[139] 00:07:55.308 [14245] --> 00:07:58.011 [14326]

Da, nu am făcut asta,

dar credeam că voi ați făcut-o.

[140] 00:08:00.613 [14404] --> 00:08:03.450 [14489]

Nu cred că studenții mei îmi spun că cred

[141] 00:08:03.450 [14489] --> 00:08:05.885 [14562]

că fericirea este irelevantă.

[142] 00:08:06.486 [14580] --> 00:08:11.624 [14734]

Ei cred că prioritizarea fericirii

îi va face să-și piardă avantajul

[143] 00:08:12.025 [14746] --> 00:08:15.929 [14863]

și își vor pierde avantajul

așa cum îl cunosc în prezent.

[144] 00:08:16.129 [14869] --> 00:08:19.299 [14964]

Dar ar fi înlocuit cu ceva și mai mare.

[145] 00:08:19.532 [14971] --> 00:08:22.168 [15050]

Și iată cum știu că

acest lucru este adevărat.

[146] 00:08:22.469 [15059] --> 00:08:26.973 [15194]

Acum am predat o versiune a

acestei clase elevilor de gimnaziu,

high schoolers, college students,
middle aged adults, and retirees.

[147] 00:08:26.973 [15194] --> 00:08:31.611 [15333]
liceenilor, studenților, adulților
de vârstă mijlocie și pensionarilor.

It's the right move is to postpone joy
thinking that it will come

[148] 00:08:31.978 [15344] --> 00:08:36.850 [15490]
Mișcarea corectă este să
amânați bucuria gândindu-vă că va veni

once you get into grad school,
land your dream job, buy a house.

[149] 00:08:36.850 [15490] --> 00:08:38.618 [15543]
odată ce veți intra
în școala universitară,

[150] 00:08:38.618 [15543] --> 00:08:41.254 [15622]
veți obține locul de muncă de vis,
cumpărați o casă.

Then why does a room full
of upper middle class retirees

[151] 00:08:41.254 [15622] --> 00:08:45.191 [15740]
Atunci de ce o cameră plină de
pensionari din clasa de mijloc superioară

who have many of those riches still
sign up for a course on happiness.

[152] 00:08:45.191 [15740] --> 00:08:50.363 [15895]
care au multe dintre aceste bogății încă
se înscrie la un curs despre fericire.

Why are you here today
for this event on Joy?

[153] 00:08:51.164 [15919] --> 00:08:54.334 [16014]
De ce sunteți aici astăzi
pentru acest eveniment despre Joy?

Because we live in broken systems
that put the cart before the horse.

[154] 00:08:55.535 [16050] --> 00:09:00.006 [16184]
Pentru că trăim în sisteme rupte
care pun căruța înaintea calului.

Education rewards test scores,
not well-being.

[155] 00:09:00.573 [16201] --> 00:09:03.443 [16287]
Educația recompensează
scorurile testelor, nu bunăstarea.

Work rewards output, not community.

[156] 00:09:03.943 [16302] --> 00:09:06.446 [16377]
Munca recompensează producția,
nu comunitatea.

Many families applaud
discipline over delight.

[157] 00:09:06.780 [16387] --> 00:09:10.483 [16498]
Multe familii aplaudă
disciplina în locul încântării.

We have all built and continue
to uphold these flawed systems

[158] 00:09:11.384 [16525] --> 00:09:15.622 [16652]

Cu toții am construit și continuăm
să susținem aceste sisteme defecte

in which we're always chasing success

[159] 00:09:15.622 [16652] --> 00:09:18.024 [16724]

în care urmărim mereu succesul

and then moving the goalposts back,
incorrectly expecting happiness to follow.

[160] 00:09:18.024 [16724] --> 00:09:20.226 [16790]

și apoi mutăm stâlpii de țință înapoi,

[161] 00:09:20.226 [16790] --> 00:09:22.662 [16863]

așteptând incorect ca fericirea să urmeze.

But here's the thing science shows
us that happiness leads to success,

[162] 00:09:23.730 [16895] --> 00:09:28.635 [17042]

Dar iată lucrul pe care știința ne
arată că fericirea duce la succes,

not the other way around.

[163] 00:09:28.902 [17050] --> 00:09:30.570 [17100]

nu invers.

We know this because people
who build joy are not just happier,

[164] 00:09:31.704 [17134] --> 00:09:36.276 [17271]

Știm acest lucru pentru că oamenii
care construiesc bucuria nu sunt doar mai

they're more resilient,
more focused, more connected.

[165] 00:09:36.276 [17271] --> 00:09:39.679 [17373]

fericiți, ci sunt mai rezistenți,
mai concentrați, mai conectați.

They recover faster,
they lead better, and they live longer.

[166] 00:09:39.979 [17382] --> 00:09:43.783 [17496]

Se recuperează mai repede, conduc mai
bine și trăiesc mai mult. Toate lucrurile

All things I want for my students.

[167] 00:09:44.484 [17517] --> 00:09:46.920 [17590]

pe care le doresc pentru elevii mei.

All things we want for each other.

[168] 00:09:46.920 [17590] --> 00:09:49.823 [17677]

Toate lucrurile pe care le
dorim unul pentru celălalt.

What I learned from my class is this
we have the best shot at happiness

[169] 00:09:50.457 [17696] --> 00:09:55.762 [17855]

Ceea ce am învățat de la clasa mea este
că avem cea mai bună șansă la fericire

when we belong to systems that treat it
as a basis, a precursor,

[170] 00:09:55.929 [17860] --> 00:10:00.967 [18011]
atunci când aparținem unor sisteme care
o tratează ca pe o bază, un precursor,

a foundation for everything else.

[171] 00:10:01.000 [18012] --> 00:10:03.403 [18084]
o bază pentru orice altceva.

And do you know who makes the systems?

[172] 00:10:04.838 [18127] --> 00:10:07.674 [18212]
Știți cine face aceste sisteme?

We do. We make the systems, the families,
the classrooms, the neighborhoods,

[173] 00:10:08.641 [18241] --> 00:10:13.746 [18394]
Noi facem. Facem sistemele, familiile,
sălile de clasă, cartierele, sălile

the boardrooms. We can make this change
if you play a role in a child's life.

[174] 00:10:13.746 [18394] --> 00:10:19.853 [18577]
de consiliu. Putem face această schimbare
dacă jucați un rol în viața unui copil.

You can ask them what they did
to make themselves happy each day

[175] 00:10:20.019 [18582] --> 00:10:23.656 [18691]
Puteți să-i întrebați ce au făcut
pentru a se face fericiți în fiecare zi

before you ask them to achieve.

[176] 00:10:23.857 [18697] --> 00:10:26.359 [18772]
înainte de a le cere să realizeze.

Neighbours and friends,

[177] 00:10:27.293 [18800] --> 00:10:28.828 [18846]
Vecini și prieteni,

you can set the expectation that you'll
socially connect on a regular basis.

[178] 00:10:28.895 [18848] --> 00:10:33.566 [18988]
puteți seta așteptarea că vă veți
conecta social în mod regulat. Începeți o

Start a block party. Start a book club.

[179] 00:10:33.700 [18992] --> 00:10:35.902 [19058]
petrecere de bloc.
Începeți un club de carte.

Volunteer together.

[180] 00:10:35.902 [19058] --> 00:10:37.103 [19094]
Voluntari împreună.

Employers, you can reward your employees

[181] 00:10:38.171 [19126] --> 00:10:41.407 [19223]
Angajatori, vă puteți răsplăti angajații

for using all their vacation

[182] 00:10:41.407 [19223] --> 00:10:44.377 [19312]
pentru că și-au folosit

time knowing

tot timpul de vacanță știind

that success and productivity
will follow their rest.

[183] 00:10:44.611 [19319] --> 00:10:48.548 [19437]
că succesul și productivitatea
le vor urma odihna.

Look, the happiest
countries are not that way

[184] 00:10:49.816 [19475] --> 00:10:53.686 [19591]
Uite, cele mai fericite țări nu sunt așa,

because their citizens
read the right self-help books

[185] 00:10:53.720 [19592] --> 00:10:57.557 [19707]
deoarece cetățenii lor citesc
cărțile potrivite de auto-ajutor

or listen to the right podcasts.

[186] 00:10:57.790 [19714] --> 00:11:00.193 [19786]
sau ascultă podcasturile potrivite.

They're that way in part because
of what I'm describing here.

[187] 00:11:00.693 [19801] --> 00:11:04.230 [19907]
Sunt așa în parte
datorită a ceea ce descriu aici.

What if we all took
whatever collective power we have

[188] 00:11:04.998 [19930] --> 00:11:09.035 [20051]
Ce se întâmplă dacă am lua cu toții
orice putere colectivă pe care o avem

and made sure that we create systems
that embed happiness promoting norms,

[189] 00:11:09.669 [20070] --> 00:11:16.609 [20278]
și ne-am asigurat că creăm sisteme care încorporează
norme de promovare a fericirii,

which in turn makes it possible,
if not probable or even inevitable,

[190] 00:11:16.876 [20286] --> 00:11:23.016 [20470]
ceea ce la rândul său face posibil,
dacă nu probabil sau chiar inevitabil,

that people will then be able to make
and sustain happiness enhancing choices.

[191] 00:11:23.349 [20480] --> 00:11:29.255 [20657]
ca oamenii să poată face și susține
alegeri care îmbunătățesc fericirea.

That is how we grade happiness and give
it the credit it deserves.

[192] 00:11:29.889 [20676] --> 00:11:34.527 [20815]
Acesta este modul în care evaluăm
fericirea și îi acordăm creditul pe care

Thank you.

[193] 00:11:35.161 [20834] --> 00:11:36.229 [20866]
îl merită. Mulțumesc.

7. Human Translation HT 5 EN – DE (access to CaptionHub)

Source text in EN	HT 5 DE
Complete this sentence.	[1] 00:00:02.169 [65] --> 00:00:03.504 [105] Ergänzen Sie den Satz.
Parents often say, more than anything else, I want my child to be,	[2] 00:00:04.238 [127] --> 00:00:08.709 [261] Eltern äußern oft ihren innigsten Wunsch, dass ihre Kinder selbstverständlich
Of course, happy.	[3] 00:00:10.310 [309] --> 00:00:11.879 [356] glücklich werden sollen.
That universally desirable state of being.	[4] 00:00:12.279 [368] --> 00:00:14.948 [448] Dieser bestimmte allgemein ersehnte Wohlfühlzustand.
The ultimate goal. We all want it.	[5] 00:00:15.148 [454] --> 00:00:17.885 [536] Das absolute Ziel. Wir alle streben danach. Ratschläge,
Advice is everywhere about how to achieve it.	[6] 00:00:17.918 [537] --> 00:00:20.921 [627] wie dies zu erreichen ist, gibt es wie Sand am Meer.
So how come happiness is the number one thing we want for each other,	[7] 00:00:21.555 [646] --> 00:00:26.426 [792] Und wie kann es sein, dass Glückseligkeit das Wichtigste ist, das wir einander
for ourselves?	[8] 00:00:26.526 [795] --> 00:00:27.694 [830] und uns selbst wünschen?
And yet somehow, not the number one thing taught in schools.	[9] 00:00:27.995 [839] --> 00:00:32.266 [967] Und trotzdem nicht das Wichtigste, das in Schulen gelehrt wird.
Think about what we grade today.	[10] 00:00:32.966 [988] --> 00:00:35.202 [1055] Überlegen Sie, was wir heute benoten.
Productivity, performance, analytic skills.	[11] 00:00:35.202 [1055] --> 00:00:38.972 [1168] Produktivität, Leistung, analytisches Denken.
But happiness? We leave that up to chance	[12] 00:00:39.806 [1193] --> 00:00:43.210 [1295] Aber Glückseligkeit? Das überlassen wir dem Zufall.
Why do we leave happiness up to chance?	[13] 00:00:43.844 [1314] --> 00:00:46.446 [1392] Warum überlassen wir das Glückliche dem Zufall?
Because we live in a society where we built	[14] 00:00:47.481 [1423] --> 00:00:50.450 [1512] Weil wir in einer Gesellschaft leben, in der wir Systeme
and maintain systems that emphasize accomplishments, achievements,	[15] 00:00:50.450 [1512] --> 00:00:55.522 [1664] aufgebaut und aufrechterhalten haben, die Leistungen, Erfolge und Materielles
and possessions as means for attaining happiness.	[16] 00:00:55.522 [1664] --> 00:00:59.092 [1771] als Mittel zum Glücklichen propagieren.
I'm going to take this opportunity today	[17] 00:00:59.960 [1797] --> 00:01:02.029 [1859] Ich werde heute die Gelegenheit nutzen,
to tell you why that is completely backwards.	[18] 00:01:02.029 [1859] --> 00:01:04.631 [1937] um Ihnen zu erklären, warum das völlig verkehrt ist.
And the good news is we	[19] 00:01:04.631 [1937] --> 00:01:08.101 [2041] Und die gute Nachricht ist, dass

can flip the script,	wir das Drehbuch neu schreiben können,
because science shows that there are specific habits that cause happiness,	[20] 00:01:08.101 [2041] --> 00:01:09.670 [2088] denn es ist wissenschaftlich
not just correlate with it, but create it.	[21] 00:01:09.670 [2088] --> 00:01:12.839 [2183] erwiesen, dass bestimmte Gewohnheiten Glückseligkeit bewirken,
	[22] 00:01:13.206 [2194] --> 00:01:16.143 [2282] nicht nur damit zusammenhängen, sondern diese hervorbringen.
Happiness is a skill, and if something highly valued can be taught,	[23] 00:01:17.077 [2310] --> 00:01:22.482 [2472] Glückseligkeit ist eine Fähigkeit, und wenn etwas so Wertvolles, gelehrt,
practiced and improved,	[24] 00:01:22.482 [2472] --> 00:01:24.318 [2527] geübt und verbessert werden kann,
then why shouldn't it be required	[25] 00:01:24.618 [2536] --> 00:01:26.620 [2596] warum sollte es dann nicht in unserem
or at least offered in our academic structure?	[26] 00:01:26.620 [2596] --> 00:01:30.057 [2699] akademischen Curriculum verpflichtend oder zumindest angeboten werden?
As a professor at Vanderbilt,	[27] 00:01:31.391 [2739] --> 00:01:32.993 [2787] Als Universitätsprof_ex an der
I made the strategic decision to assess happiness	[28] 00:01:32.993 [2787] --> 00:01:36.296 [2886] Vanderbilt entschied ich strategisch, Glückseligkeit in meinem Kurs
in my positive psychology class.	[29] 00:01:36.363 [2888] --> 00:01:38.799 [2961] über positive Psychologie zu bewerten.
And here's what I learned.	[30] 00:01:38.999 [2967] --> 00:01:40.667 [3017] Folgendes habe ich herausgefunden.
Even the brightest, most ambitious people won't make time	[31] 00:01:40.667 [3017] --> 00:01:45.072 [3149] Selbst die klügsten und ehrgeizigsten Menschen nehmen sich keine Zeit
for their own happiness unless it's required.	[32] 00:01:45.072 [3149] --> 00:01:49.643 [3286] für ihre eigene Glückseligkeit, es sei denn, es ist erforderlich.
Here's my favorite finding about happiness that I love to share,	[33] 00:01:52.779 [3380] --> 00:01:55.015 [3447] Ich teile oft meine Lieblingserkenntnis
which eventually change the way that I teach.	[34] 00:01:55.015 [3447] --> 00:01:56.483 [3491] zur Glückseligkeit, weil diese
	[35] 00:01:56.483 [3491] --> 00:01:59.753 [3589] letztendlich meinen Unterricht verändert hat.
Half of it is genetic.	[36] 00:01:59.753 [3589] --> 00:02:01.121 [3630] Die Hälfte ist genetisch.
Your biological set point.	[37] 00:02:01.121 [3630] --> 00:02:02.589 [3674] Ihr biologischer Richtwert.
It's too late to do anything about that.	[38] 00:02:02.589 [3674] --> 00:02:04.758 [3739] Daran lässt sich nichts ändern.
	[39] 00:02:05.192 [3752] --> 00:02:07.427 [3819] Es wurde jedoch wissenschaftlich erwiesen,
But scientists have shown that up to 40% is within your direct daily control.	[40] 00:02:07.427 [3819] --> 00:02:11.264 [3934] dass bis zu 40% dem Selbsteinfluss unterliegen.
How you spend your time,	[41] 00:02:11.632 [3945] --> 00:02:15.602 [4064] Sie können Ihren Zeitvertreib,

what you focus on, what you practice.

As the science on happiness
evolves and becomes more nuanced,

those numbers change,

but the most important premise
remains you can boost your well-being

with intentional behavior, and you
can maintain those increases over time.

As a cognitive psychologist by training,

I started teaching positive psychology
with some heavy skepticism

of this research on happiness.

But given how important it is to my
students for the rest of their lives,

I wanted to let them draw
conclusions on their own.

I couldn't have them
change their genetics,

but what I could do was assign intentional
behaviors to see what would happen

to their happiness.

The course was built around empirically
validated habits inspired by the work

of Doctor Sonja Lyubomirsky.

Things like writing but not
delivering a letter of forgiveness.

This falls under
the umbrella of redefining

and practicing forgiveness
as an act entirely for yourself.

But because we're trying to be happy here,
delivering this letter is a no no.

Ihren Fokus und Ihr Lernen

[42] 00:02:16.403 [4088] --> 00:02:20.007 [4196]
beeinflussen. Während die Glücksforschung
voranschreitet und präziser wird,

[43] 00:02:20.040 [4197] --> 00:02:21.375 [4237]
verändern sich die Anteile,

[44] 00:02:21.508 [4241] --> 00:02:24.845 [4341]
doch die wichtigste Erkenntnis bleibt:
Sie können Ihr Wohlbefinden

[45] 00:02:26.380 [4387] --> 00:02:28.482 [4450]
durch bewusstes Verhalten steigern

[46] 00:02:28.482 [4450] --> 00:02:31.818 [4550]
und diese Verbesserung langfristig
aufrechterhalten.

[47] 00:02:32.919 [4583] --> 00:02:35.322 [4655]
Als ausgebildete Kognitionspsychologin
begann ich

[48] 00:02:35.322 [4655] --> 00:02:39.626 [4784]
Positive Psychologie mit einer
gewissen Skepsis gegenüber

[49] 00:02:39.626 [4784] --> 00:02:41.628 [4844]
dieser Glücksforschung
zu unterrichten.

[50] 00:02:42.295 [4864] --> 00:02:46.199 [4981]
Weil es für das Leben meiner Studentin
von großer Bedeutung ist,

[51] 00:02:46.199 [4981] --> 00:02:49.369 [5076]
wollte ich, dass sie selbst
Schlussfolgerungen ziehen.

[52] 00:02:49.870 [5091] --> 00:02:52.272 [5163]
Ihre Genetik konnte ich nicht ändern,

[53] 00:02:52.472 [5169] --> 00:02:57.711 [5326]
dennoch schrieb ich ihnen
bewusstes Verhalten vor, und

[54] 00:02:57.711 [5326] --> 00:02:59.246 [5372]
beobachtete dabei den Effekt.

[55] 00:02:59.913 [5392] --> 00:03:02.716 [5476]
Der Kurs stützte sich auf empirisch
belegte Gewohnheiten,

[56] 00:03:03.950 [5513] --> 00:03:05.552 [5561]
nach Dr. Sonja Lyubomirsky.

[57] 00:03:06.186 [5580] --> 00:03:10.457 [5708]
Wie zum Beispiel einen Vergebungsbrief
verfassen, aber nicht absenden.

[58] 00:03:11.124 [5728] --> 00:03:13.427 [5797]
Die Vergebung wird so neu definiert
und ausgeübt,

[59] 00:03:13.427 [5797] --> 00:03:15.062 [5846]
ausschließlich für sich selbst.

[60] 00:03:17.564 [5921] --> 00:03:18.799 [5958]
Und weil wir hier

[61] 00:03:18.799 [5958] --> 00:03:22.302 [6063]
das Glückliche üben,
wird der Brief nicht verschickt.

[62] 00:03:24.404 [6126] --> 00:03:27.507 [6219]

Identifying one ungrateful thought each day	Täglich einen negativen Gedanken identifizieren
and substituting it with a grateful one.	[63] 00:03:27.507 [6219] --> 00:03:29.876 [6290] und diesen durch einen positiven ersetzen.
Experiencing awe and wonder in nature as a way of reaping the benefits	[64] 00:03:32.312 [6363] --> 00:03:37.250 [6511] Die Natur zu bewundern und zu bestaunen, sodass alle von der Kraft der Religion
of religion and spirituality for everyone, religious or not.	[65] 00:03:37.250 [6511] --> 00:03:41.221 [6630] und Spiritualität profitieren, egal ob religiös oder nicht.
Celebrating friends accomplishments as an important investment	[66] 00:03:43.090 [6686] --> 00:03:46.460 [6787] Die Erfolge der Freundexs feiern, als eine wichtige Investition
in social relationships.	[67] 00:03:46.460 [6787] --> 00:03:48.061 [6835] in sozialen Beziehungen.
Would you make some noise if you're here to support a friend	[68] 00:03:48.462 [6847] --> 00:03:51.431 [6936] Applaus, wenn Sie heute hier ein_ex Freund_ex oder
or loved one today?	[69] 00:03:51.431 [6936] --> 00:03:53.033 [6984] eine geliebte Person anfeuern!
Wow.	[70] 00:03:55.902 [7070] --> 00:03:56.903 [7100] Wow. Sie verdienen
Well, you get a gold star.	[71] 00:03:57.571 [7120] --> 00:03:58.872 [7159] den golenden Buzzer.
I don't know why you're here. You already have it figured out,	[72] 00:03:58.872 [7159] --> 00:04:01.775 [7246] Keine Ahnung, warum Sie hier sind. Aber Sie wissen Bescheid.
because it turns out that we're really good at coming together in a crisis	[73] 00:04:01.775 [7246] --> 00:04:03.043 [7284] Scheinbar,
but we're pretty bad at being genuinely happy for one another's accomplishments.	[74] 00:04:03.043 [7284] --> 00:04:06.246 [7380] sind wir Meister im Zusammenhalten in Krisenzeiten,
Except for you guys, obviously. If you didn't clap, that's embarrassing.	[75] 00:04:06.246 [7380] --> 00:04:07.881 [7429] aber grottenschlecht, wenn
Or finally lingering over your morning cup of coffee,	[76] 00:04:07.881 [7429] --> 00:04:10.217 [7499] wir die Erfolge anderer feiern müssen.
slowing down to savor almost anything that you rush through during the day.	[77] 00:04:10.217 [7499] --> 00:04:13.720 [7604] Mit einer Ausnahme. Aber ohne Applaus, das ist dann peinlich.
Each week in my class, students were assigned a specific habit.	[78] 00:04:16.490 [7687] --> 00:04:20.227 [7799] Oder trinken Sie in Ruhe Ihren Morgenkaffee, genießen Sie alles,
They had to submit evidence of their practice like a photo,	[79] 00:04:20.227 [7799] --> 00:04:24.764 [7935] was Sie sonst im Alltag in Eile erledigen.
summarize the science behind the habit.	[80] 00:04:26.500 [7987] --> 00:04:30.637 [8111] Jede Woche im Unterricht mussten meine Studentexs eine neue Gewohnheit üben.
	[81] 00:04:30.637 [8111] --> 00:04:34.007 [8212] Sie belegten ihre Übung mit Fotos
	[82] 00:04:34.007 [8212] --> 00:04:36.476 [8286] und fassten die Theorie dahinter zusammen.
	[83] 00:04:36.476 [8286] --> 00:04:38.512 [8347]

They needed to prove
to me they knew

that I had not just assigned them
some woo woo bullshit,

and then reflect honestly
on whether or not it helped.

And I told them
I have no skin in this game.

I did not invent these habits.

You will not offend me if you hate them.

Just tell me the truth.

So yes, I assign joy.

I make it mandatory.
And what's wild is it works,

but not in the way I expected.

They do the habits they reflect.

One student wrote about
spending time with her family

to practice social connection.

Connecting with my family
did make me feel better.

Count happiness as boosted.

Another student said
about practicing forgiveness.

I'm a bit surprised,
but I found this activity to be helpful.

A lot of faith in my assignments.

Being able to forgive felt really calming.

I often hear that it's students
favorite class at Vanderbilt,

which gets me invited

Sie mussten mir zeigen,
dass sie verstanden

[84] 00:04:38.512 [8347] --> 00:04:41.648 [8441]
haben, ihnen keinen Blödsinn
als Aufgabe gegeben zu haben

[85] 00:04:41.815 [8446] --> 00:04:45.252 [8549]
und darüber ehrlich nachdenken,
ob es geholfen hat oder nicht.

[86] 00:04:45.252 [8549] --> 00:04:47.721 [8623]
Und ich machte es klar,
dass ich davon nichts habe.

[87] 00:04:47.721 [8623] --> 00:04:49.556 [8678]
Diese Übungen habe ich nicht erfunden.

[88] 00:04:49.556 [8678] --> 00:04:51.725 [8743]
Bitte kein Vorwurf,
falls die doof sind.

[89] 00:04:51.725 [8743] --> 00:04:53.193 [8787]
Seien Sie dann nur ehrlich.

[90] 00:04:53.927 [8809] --> 00:04:55.929 [8869]
Also ich gebe die Freude als Hausaufgabe.

[91] 00:04:56.429 [8884] --> 00:05:00.867 [9017]
Ich mache sie zur Pflicht. Und das
Verrückte daran ist, es funktioniert,

[92] 00:05:00.867 [9017] --> 00:05:03.637 [9100]
aber nicht so, wie ich es erwartet hatte.

[93] 00:05:04.104 [9114] --> 00:05:06.606 [9189]
Sie setzen um,
worüber sie reflektiert haben.

[94] 00:05:07.307 [9210] --> 00:05:10.177 [9296]
Ein_x Student_x schrieb darüber,
Zeit mit ihr_x Familie

[95] 00:05:10.177 [9296] --> 00:05:12.512 [9366]
zu verbringen, um soziale
Kontakte zu pflegen.

[96] 00:05:12.512 [9366] --> 00:05:15.549 [9457]
Die Nähe zu meiner Familie hat mir
sehr gut getan.

[97] 00:05:16.249 [9478] --> 00:05:18.318 [9540]
Glückseligkeit stimuliert, check.

[98] 00:05:20.387 [9602] --> 00:05:23.456 [9694]
Ein_x ander_x Student_x sprach
über Vergebung.

[99] 00:05:24.191 [9716] --> 00:05:27.694 [9821]
Ich war völlig überrascht,
aber ich fand diese Übung hilfreich.

[100] 00:05:29.362 [9871] --> 00:05:31.064 [9922]
Viel Vertrauen in meine Aufgaben.

[101] 00:05:32.732 [9972] --> 00:05:35.702 [10061]
Die Fähigkeit verzeihen zu können,
beruhigte tatsächlich.

[102] 00:05:36.136 [10074] --> 00:05:39.272 [10168]
Wie ich oft höre, lieben die
Studentxs meinen Kurs an der Uni,

[103] 00:05:39.272 [10168] --> 00:05:43.009 [10280]
deswegen werde ich oft als
Gastvortragendx eingeladen.

to speak to other groups on campus.

But is a favorite class enough
to make lasting changes

in an achievement based society?

One night I was guest lecturing to another
group on campus

about the science of happiness,

and I asked them if they were likely
to try out the habits on their own.

One student said,

I'm not going to make time
in my day for happiness

because the joy it brings is fleeting.

Another student said
happiness doesn't count on a resume.

I'd rather spend my time doing
something I know will pay off later.

These students are playing the long
game every hour, every minute,

every ounce of energy is being invested
in some distant future payoff.

In other words, these students
are telling us

that happiness
doesn't feel like a smart bet.

And I get it, I really do.

But with age comes perspective.

Many of us in this room know
that life can change in an instant.

I'm giving this talk from
a chair because when I was 33,

[104] 00:05:43.009 [10280] --> 00:05:44.711 [10331]
Was kann ein Uni-Lieblingskurs

[105] 00:05:44.711 [10331] --> 00:05:47.414 [10412]
in einer leistungsgetriebenen Gesellschaft

[106] 00:05:47.414 [10412] --> 00:05:49.649 [10479]
überhaupt Nachhaltiges bewirken?

[107] 00:05:50.517 [10505] --> 00:05:54.120 [10613]
Eines Abends hielt ich einen Gastvortrag
vor einer anderen Gruppe

[108] 00:05:54.120 [10613] --> 00:05:55.822 [10664]
über die Theorie der Glückseligkeit

[109] 00:05:55.822 [10664] --> 00:06:00.327 [10799]
und fragte, ob sie selbst
die Übungen umsetzen wollen.

[110] 00:06:00.627 [10808] --> 00:06:02.028 [10850]
Ein_x Student_x sagte:

[111] 00:06:02.562 [10866] --> 00:06:06.266 [10977]
Ich werde mir keine Zeit fürs
Glücklichsein nehmen.

[112] 00:06:06.466 [10983] --> 00:06:09.202 [11065]
Die Freude daran ist doch nur flüchtig.

[113] 00:06:11.071 [11121] --> 00:06:15.575 [11256]
Ein_x ander_x Student_x meinte, dass Glück
im Lebenslauf nichts zählt.

[114] 00:06:17.077 [11301] --> 00:06:19.012 [11359]
Lieber mache ich etwas,

[115] 00:06:19.012 [11359] --> 00:06:21.248 [11426]
was sich später auszahlen wird.

[116] 00:06:23.283 [11487] --> 00:06:26.586 [11586]
Diese Studentxs planen langfristig und
investieren ihre ganze Zeit

[117] 00:06:26.586 [11586] --> 00:06:31.424 [11731]
und Energie in etwas, das sich in einer
fernen Zukunft vielleicht lohnen wird.

[118] 00:06:31.725 [11740] --> 00:06:34.761 [11831]
Anders ausgedrückt
dies_xs Studentxs sagen uns,

[119] 00:06:34.961 [11837] --> 00:06:38.598 [11946]
dass man nicht auf die Glückseligkeit
wetten sollte.

[120] 00:06:39.866 [11984] --> 00:06:41.935 [12046]
Und ich verstehe es, wirklich.

[121] 00:06:42.369 [12059] --> 00:06:44.504 [12123]
Kommt Zeit, kommt Rat.

[122] 00:06:44.971 [12137] --> 00:06:46.673 [12188]
Viele hier wissen, dass das Leben

[123] 00:06:46.673 [12188] --> 00:06:48.908 [12255]
sich augenblicklich verändern kann.

[124] 00:06:49.509 [12273] --> 00:06:52.979 [12377]
Ich halte diesen Vortrag im Sitzen, denn
mit 33 wachte ich eines Tages auf

[125] 00:06:53.046 [12379] --> 00:06:55.348 [12448]
und war von der Hüfte abwärts gelähmt.

I woke up paralyzed from the waist down.

A ruptured disc impinged
on my spinal cord,

and it took me years
to relearn how to walk.

Wait to see what mobility would return.

Pull myself out of a deep depression

and learn to live with the chronic
pain that will never leave.

When my students tell me
they're postponing joy for later,

I feel a sense of urgency
they can't yet understand.

A few months after the semester ended,

I pulled my positive psychology students
to see if they kept up the habits.

Given their enthusiasm for the course.

I really thought that they would.

But most of them
admitted that they did not.

Why didn't they keep up the habits?

They treated it like any other class,

forgetting about the habits
as soon as the semester was over.

I bet many of you can remember cramming
for exams in college just

to forget the information
as soon as it became irrelevant.

[126] 00:06:55.949 [12466] --> 00:06:58.418 [12540]
Ein Bandscheibenvorfall
presste auf mein Rückenmark,

[127] 00:06:58.418 [12540] --> 00:07:01.221 [12624]
und Jahre vergingen bis ich wieder
gehen lernte.

[128] 00:07:01.521 [12633] --> 00:07:03.957 [12706]
Abwarten welche Beweglichkeit
zurückkommen wird.

[129] 00:07:03.957 [12706] --> 00:07:06.126 [12771]
Aus einer tiefen Depression befreit,

[130] 00:07:06.459 [12781] --> 00:07:08.495 [12842]
musste ich mit chronischen, bleibenden

[131] 00:07:08.495 [12842] --> 00:07:10.330 [12897]
Schmerzen leben lernen.

[132] 00:07:10.830 [12912] --> 00:07:15.035 [13038]
Wenn ich mein_xs Student_xs höre,
wie sie Freude auf irgendwann lassen,

[133] 00:07:15.502 [13052] --> 00:07:19.272 [13165]
dann läuten bei mir alle Alarmglocken,
was sie noch nicht verstehen können.

[134] 00:07:20.874 [13213] --> 00:07:23.143 [13281]
Ein paar Monate nach Semesterende

[135] 00:07:23.143 [13281] --> 00:07:25.578 [13354]
rief ich mein_xs Student_xs zusammen,

[136] 00:07:25.578 [13354] --> 00:07:27.914 [13424]
um zu sehen, ob sie die Übungen
beibehielten.

[137] 00:07:27.914 [13424] --> 00:07:30.016 [13487]
Da sie sehr vom Kurs begeistert waren,

[138] 00:07:30.016 [13487] --> 00:07:32.252 [13554]
dachte ich wirklich,
sie bleiben dabei.

[139] 00:07:32.519 [13562] --> 00:07:36.022 [13667]
Aber die Mehrheit gab leider zu es
nicht weitergemacht zu haben.

[140] 00:07:36.956 [13695] --> 00:07:39.492 [13771]
Warum haben sie die Gewohnheiten
nicht beibehalten?

[141] 00:07:40.427 [13799] --> 00:07:42.629 [13865]
Sie behandelten es wie
jeden anderen Kurs und

[142] 00:07:42.629 [13865] --> 00:07:46.333 [13976]
mit Semesterende waren
auch die Übungen vergessen.

[143] 00:07:47.100 [13999] --> 00:07:49.336 [14066]
Ich wette, viele von Ihnen
können sich erinnern

[144] 00:07:49.336 [14066] --> 00:07:51.338 [14126]
für Prüfungen gebüffelt zu haben,

[145] 00:07:51.338 [14126] --> 00:07:54.674 [14226]
um gleich danach alles wieder
zu vergessen.

[146] 00:07:55.308 [14245] --> 00:07:58.511 [14341]

Yeah, I didn't do that,
but I thought you guys did.
I don't think that
my students are telling me

that they think happiness is irrelevant.

They think that prioritizing happiness
will cause them to lose their edge,

and they will lose their edge
as they currently know it.

But it would be replaced
by something even greater.

And here's how I know this is true.

I have now taught some version
of this class to middle schoolers,

high schoolers, college students,
middle aged adults, and retirees.

It's the right move is to postpone joy
thinking that it will come

once you get into grad school,
land your dream job, buy a house.

Then why does a room full
of upper middle class retirees

who have many of those riches still
sign up for a course on happiness.

Why are you here today
for this event on Joy?

Because we live in broken systems
that put the cart before the horse.

Education rewards test scores,
not well-being.

Work rewards output, not community.

Many families applaud
discipline over delight.

Selbstverständlich habe ich das
nicht gemacht, aber Sie vielleicht.
[147] 00:08:00.613 [14404] --> 00:08:03.450 [14489]
Ich glaube nicht,
dass mein_xs Student_xs mir sagen,

[148] 00:08:03.450 [14489] --> 00:08:05.885 [14562]
dass Glückseligkeit für sie
irrelevant ist.

[149] 00:08:06.486 [14580] --> 00:08:09.155 [14660]
Sie glauben ihren Biss zu verlieren,

[150] 00:08:09.155 [14660] --> 00:08:11.624 [14734]
wenn sie der Glückseligkeit nachgehen,

[151] 00:08:12.025 [14746] --> 00:08:15.929 [14863]
und damit wäre ihr jetziger Vorsprung
verloren.

[152] 00:08:16.129 [14869] --> 00:08:19.299 [14964]
Aber etwas Besseres würde nachkommen.

[153] 00:08:19.532 [14971] --> 00:08:21.668 [15035]
Und deswegen weiß ich das.

[154] 00:08:22.469 [15059] --> 00:08:26.973 [15194]
Mittlerschlül_xs, Oberstufengymnasiast_xs,
Student_xs, Erwachsenen_xs mittleren Alters,

[155] 00:08:26.973 [15194] --> 00:08:31.611 [15333]
und Pensionist_xs haben einen meiner
Kurse besucht.

[156] 00:08:31.978 [15344] --> 00:08:33.480 [15389]
Wenn Freude verschieben

[157] 00:08:33.480 [15389] --> 00:08:36.850 [15490]
die richtige Entscheidung ist,

[158] 00:08:36.850 [15490] --> 00:08:38.818 [15549]
in der Hoffnung sie kämme mit

[159] 00:08:38.818 [15549] --> 00:08:40.820 [15609]
Uniabschluss, Traumjob und Haus.

[160] 00:08:41.254 [15622] --> 00:08:45.191 [15740]
Dann warum besuchen so viele Pensionist_xs
der Mittelschicht, die bereits

[161] 00:08:45.191 [15740] --> 00:08:50.363 [15895]
vieles erreicht haben,
immer noch einen Kurs über Glückseligkeit?

[162] 00:08:51.164 [15919] --> 00:08:54.334 [16014]
Warum sind Sie heute bei dieser
Veranstaltung über Glückseligkeit?

[163] 00:08:55.535 [16050] --> 00:09:00.006 [16184]
Weil wir in einer kranken Gesellschaft
leben, die Prioritäten falsch auslegt.

[164] 00:09:00.573 [16201] --> 00:09:03.443 [16287]
Bildung belohnt Testergebnisse,
nicht Wohlbefinden.

[165] 00:09:03.943 [16302] --> 00:09:06.446 [16377]
Arbeit belohnt Leistung,
nicht Gemeinschaft.

[166] 00:09:06.780 [16387] --> 00:09:10.483 [16498]
In vielen Familien zählt
Disziplin mehr als Freude.

[167] 00:09:11.384 [16525] --> 00:09:15.622 [16652]
Diese krankhaften Systeme wurden von

We have all built and continue
to uphold these flawed systems
in which we're always chasing success

and then moving the goalposts back,
incorrectly expecting happiness to follow.

But here's the thing science shows
us that happiness leads to success,

not the other way around.

We know this because people
who build joy are not just happier,

they're more resilient,
more focused, more connected.

They recover faster,
they lead better, and they live longer.

All things I want for my students.

All things we want for each other.

What I learned from my class is this
we have the best shot at happiness

when we belong to systems that treat it
as a basis, a precursor,

a foundation for everything else.

And do you know who makes the systems?

We do. We make the systems, the families,
the classrooms, the neighborhoods,

the boardrooms. We can make this change
if you play a role in a child's life.

You can ask them what they did
to make themselves happy each day

uns allen aufgebaut und erhalten

[168] 00:09:15.622 [16652] --> 00:09:18.024 [16724]
in denen wir immer dem Erfolg nachjagen,

[169] 00:09:18.024 [16724] --> 00:09:20.193 [16789]
dann verschieben wir das Ziel nach hinten

[170] 00:09:20.193 [16789] --> 00:09:23.163 [16878]
und erwarten wirklich, dass Glückseligkeit
folgend wird.

[171] 00:09:23.730 [16895] --> 00:09:28.635 [17042]
Aber es ist wissenschaftlich erwiesen,
dass Glück zum Erfolg führt

[172] 00:09:28.902 [17050] --> 00:09:30.570 [17100]
und nicht umgekehrt.

[173] 00:09:31.704 [17134] --> 00:09:35.875 [17259]
Wir wissen das, weil Menschen, die Freude
kultivieren, nicht nur glücklicher sind,

[174] 00:09:36.276 [17271] --> 00:09:39.679 [17373]
sie sind auch widerstandsfähiger,
fokussierter und verbundener.

[175] 00:09:39.979 [17382] --> 00:09:43.783 [17496]
Sie erholen sich schneller,
sie führen besser und sie leben länger.

[176] 00:09:44.484 [17517] --> 00:09:46.920 [17590]
All das wünsche ich mir
für mein_xs Student_xs.

[177] 00:09:46.920 [17590] --> 00:09:49.322 [17662]
All das wünschen wir für einander.

[178] 00:09:50.457 [17696] --> 00:09:52.692 [17763]
Mein Kurs hat mir gezeigt,

[179] 00:09:52.692 [17763] --> 00:09:55.762 [17855]
dass wir die besten Chancen
aufs Glücklichein haben,

[180] 00:09:55.929 [17860] --> 00:10:00.967 [18011]
wenn wir zu Systemen angehören,
die es als Grundlage, als Voraussetzung,

[181] 00:10:01.000 [18012] --> 00:10:03.403 [18084]
als Fundament für alles andere behandeln.

[182] 00:10:04.838 [18127] --> 00:10:07.674 [18212]
Und wissen Sie wer die Systeme erschafft?

[183] 00:10:08.641 [18241] --> 00:10:10.677 [18302]
Wir. Wir erschaffen die Systeme,

[184] 00:10:10.677 [18302] --> 00:10:13.746 [18394]
die Familien, die Klassenzimmer,
die Nachbarschaften,

[185] 00:10:13.746 [18394] --> 00:10:16.449 [18475]
die Sitzungssäle. Wir können das ändern,

[186] 00:10:16.449 [18475] --> 00:10:19.853 [18577]
wenn Sie im Leben eines
Kindes eine Rolle spielen.

[187] 00:10:20.019 [18582] --> 00:10:21.321 [18621]
Fragen Sie sie zuerst,

[188] 00:10:21.321 [18621] --> 00:10:23.857 [18697]
was sie täglich für ihr Glücklichein
getan haben,

before you ask them to achieve.	[189] 00:10:23.857 [18697] --> 00:10:26.359 [18772] bevor Sie sie bitten, etwas zu leisten.
Neighbours and friends,	[190] 00:10:27.293 [18800] --> 00:10:28.828 [18846] Nachbar_xs und Freund_xs
you can set the expectation that you'll socially connect on a regular basis.	[191] 00:10:28.895 [18848] --> 00:10:33.566 [18988] könnten von einander erwarten regelmäßig im Kontakt bleibt.
Start a block party. Start a book club.	[192] 00:10:33.700 [18992] --> 00:10:35.902 [19058] Organisieren Sie ein Straßenfest, gründen Sie
Volunteer together.	[193] 00:10:35.902 [19058] --> 00:10:37.604 [19109] einen Leseklub, tun gemeinsam Gutes.
Employers, you can reward your employees	[194] 00:10:38.171 [19126] --> 00:10:41.407 [19223] Arbeitgeber_xs belohnen Sie Ihre Mitarbeiter_xs dafür,
for using all their vacation time knowing	[195] 00:10:41.407 [19223] --> 00:10:44.611 [19319] dass sie ihren gesamten Urlaub nutzen, wohl wissend
that success and productivity will follow their rest.	[196] 00:10:44.611 [19319] --> 00:10:48.548 [19437] dass Erfolg und Produktivität danach folgen werden.
Look, the happiest countries are not that way	[197] 00:10:49.816 [19475] --> 00:10:53.686 [19591] Schauen Sie, die glücklichsten Länder sind nicht so,
because their citizens read the right self-help books	[198] 00:10:53.720 [19592] --> 00:10:57.557 [19707] weil ihre Bürger die richtigen Selbsthilfebücher lesen
or listen to the right podcasts.	[199] 00:10:57.790 [19714] --> 00:11:00.193 [19786] oder die richtigen Podcasts hören.
They're that way in part because of what I'm describing here.	[200] 00:11:00.693 [19801] --> 00:11:04.230 [19907] Sie sind zum Teil aufgrund dessen, was ich hier beschreibe, so.
What if we all took whatever collective power we have	[201] 00:11:04.998 [19930] --> 00:11:09.035 [20051] Stellen Sie sich vor, wir bringen unsere Kraft zusammen,
and made sure that we create systems that embed happiness promoting norms,	[202] 00:11:09.669 [20070] --> 00:11:11.771 [20133] um solche Systeme zu erschaffen,
which in turn makes it possible, if not probable or even inevitable,	[203] 00:11:11.771 [20133] --> 00:11:16.609 [20278] die Normen zur Förderung des Glücks verankern,
that people will then be able to make and sustain happiness enhancing choices.	[204] 00:11:16.876 [20286] --> 00:11:18.845 [20345] was letztendlich ermöglichen,
	[205] 00:11:18.845 [20345] --> 00:11:23.016 [20470] oder sogar wahrscheinlich und unvermeidlich machen würde,
	[206] 00:11:23.349 [20480] --> 00:11:25.451 [20543] dass Menschen dann in der Lage wären
	[207] 00:11:25.451 [20543] --> 00:11:29.255 [20657] nachhaltige glücksfördernde Entscheidungen zu treffen.
That is how we grade happiness and give it the credit it deserves.	[208] 00:11:29.889 [20676] --> 00:11:34.527 [20815] Auf dieser Art und Weise bewerten wir das Glücklichein und wertschätzen es
Thank you.	[209] 00:11:35.161 [20834] --> 00:11:36.229 [20866] entsprechend. Danke.

8. Human Translation HT 5 EN – RO (access to CaptionHub)

Source text in EN
Complete this sentence.
Parents often say, more than anything else, I want my child to be,
Of course, happy.
That universally desirable state of being.
The ultimate goal. We all want it.
Advice is everywhere about how to achieve it.
So how come happiness is the number one thing we want for each other,
for ourselves?
And yet somehow, not the number one thing taught in schools.
Think about what we grade today.
Productivity, performance, analytic skills.
But happiness? We leave that up to chance
Why do we leave happiness up to chance?
Because we live in a society where we built and maintain systems that emphasize accomplishments, achievements, and possessions as means for attaining happiness.
I'm going to take this opportunity today
to tell you why that is completely backwards.
And the good news is we can flip the script,

HT 5 EN – RO
00:00:02:05 00:00:04:00
Completați această propoziție.
00:00:04:07 00:00:05:12
Părinții spun adesea,
00:00:05:12 00:00:08:21
mai mult decât orice altceva,
mi-aș dori ca copilul meu să fie
00:00:10:09 00:00:11:26
fericit, bineînțeles.
00:00:12:08 00:00:13:18
Acea stare de bine generală
00:00:13:18 00:00:14:28
dorită de toată lumea.
00:00:15:04 00:00:17:26
Scopul final. Cu toții o vrem.
Sfaturi cum să o obții
00:00:17:27 00:00:19:12
găsești peste tot.
00:00:21:16 00:00:23:29
Deci, cum se face
că fericirea este lucrul
00:00:23:29 00:00:26:12
pe care ni-l dorim cel mai mult
atât pentru alții,
00:00:26:15 00:00:27:20
cât și nouă înșine?
00:00:27:29 00:00:32:07
Și totuși, cumva, nu este
materia numărul unu predată în școli.
00:00:32:28 00:00:34:23
Gândiți-vă la ce evaluăm azi.
00:00:35:06 00:00:38:29
Productivitate, performanță,
gândire analitică.
00:00:39:24 00:00:43:06
Dar fericirea? O lăsăm
la voia întâmplării.
00:00:43:25 00:00:46:13
De ce lăsăm fericirea la voia întâmplării?
00:00:47:14 00:00:50:13
Pentru că trăim într-o societate în care
00:00:50:13 00:00:55:15
am creat sisteme pe care le menținem și
care pun accentul pe împliniri,
00:00:55:15 00:00:59:02
reușite și pe bunurile materiale ca
modalități de atingere a fericirii.
00:00:59:28 00:01:02:00
Voi profita de această ocazie astăzi
00:01:02:00 00:01:04:18
și vă voi explica de ce
acest lucru este total pe dos.
00:01:04:18 00:01:07:20
Iar vestea cea bună este că
putem schimba cursul lucrurilor,

because science shows that there are specific habits that cause happiness,
not just correlate with it, but create it.
Happiness is a skill, and if something highly valued can be taught,
practiced and improved,
then why shouldn't it be required
or at least offered in our academic structure?
As a professor at Vanderbilt,
I made the strategic decision to assess happiness
in my positive psychology class.
And here's what I learned.
Even the brightest, most ambitious people won't make time
for their own happiness unless it's required.
Here's my favorite finding about happiness that I love to share,
which eventually change the way that I teach.
Half of it is genetic.
Your biological set point.
It's too late to do anything about that.
But scientists have shown that up to 40% is within your direct daily control.
How you spend your time, what you focus on, what you practice.
As the science on happiness

00:01:08:03 00:01:12:25
deoarece știința arată că există obiceiuri
specifice care provoacă fericirea,
00:01:13:06 00:01:16:04
nu doar corelează cu ea, ci o creează.
00:01:17:02 00:01:22:14
Fericirea este o abilitate, iar dacă
ceva atât de valoros poate fi predat,
00:01:22:14 00:01:24:09
exersat și perfecționat,
00:01:24:18 00:01:26:18
atunci de ce nu ar fi o cerință
00:01:26:18 00:01:30:01
sau cel puțin o opțiune în
oferta noastră academică?
00:01:31:11 00:01:32:29
Ca profesori la Vanderbilt,
00:01:32:29 00:01:36:08
am luat decizia strategică de
a evalua fericirea
00:01:36:10 00:01:38:08
la cursul meu de psihologie pozitivă.
00:01:38:29 00:01:40:20
Și iată ce am învățat.
00:01:40:20 00:01:45:02
Chiar și cei mai străluciți, cei mai
ambicioși oameni nu își vor face timp
00:01:45:02 00:01:49:19
pentru propria fericire
decât dacă este necesar.
00:01:52:23 00:01:56:14
Vă prezint cu plăcere descoperirea mea
legată de fericire
00:01:56:14 00:01:59:08
care în cele din urmă
influențează modul în care predau.
00:01:59:22 00:02:01:03
50% are cauze genetice.
00:02:01:03 00:02:02:17
Reperul tău biologic.
00:02:02:17 00:02:05:05
E prea târziu pentru a
face ceva în acest sens.
00:02:05:05 00:02:11:07
Dar oamenii de știință au arătat
că până la 40% se află sub controlul
00:02:11:18 00:02:15:18
propriu zilnic. Cum îți petreci timpul,
cu ce te ocupi, ce faci.
00:02:16:12 00:02:20:00
Pe măsură ce știința despre
fericire evoluează și devine mai nuanțată,

evolves and becomes more nuanced,
those numbers change,
but the most important premise
remains you can boost your well-being
with intentional behavior, and you
can maintain those increases over time.
As a cognitive psychologist by training,
I started teaching positive psychology
with some heavy skepticism
of this research on happiness.
But given how important it is to my
students for the rest of their lives,
I wanted to let them draw
conclusions on their own.
I couldn't have them
change their genetics,
but what I could do was assign intentional
behaviors to see what would happen
to their happiness.
The course was built around empirically
validated habits inspired by the work
of Doctor Sonja Lyubomirsky.
Things like writing but not
delivering a letter of forgiveness.
This falls under
the umbrella of redefining
and practicing forgiveness
as an act entirely for yourself.
But because we're trying to be happy here,
delivering this letter is a no no.
Identifying one
ungrateful thought each day
and substituting it with a grateful one.

00:02:20:01 00:02:21:11
statistica se schimbă,
00:02:21:15 00:02:26:11
dar cea mai importantă premisă
rămâne că îți poți spori bunăstarea
00:02:26:11 00:02:29:03
print-un comportament intenționat
00:02:29:03 00:02:31:24
astfel menținând bunăstarea în timp.
00:02:32:27 00:02:35:09
Ca psihologx cognitiv de profesie,
00:02:35:09 00:02:39:18
am început să predau psihologie
pozitivă având îndoieli mari
00:02:39:18 00:02:41:18
față de cercetările privind fericirea.
00:02:42:08 00:02:46:05
Dar având în vedere importanța acesteia
pentru viitorul persoanelor care studiază
00:02:46:05 00:02:49:11
am preferat să-i las să tragă ei
concluzii pe cont propriu.
00:02:49:26 00:02:52:08
Nu i-am putut face
să-și schimbe genetica,
00:02:52:14 00:02:57:21
dar a fost posibil să le solicit
comportamente intenționate,
00:02:57:21 00:02:58:22
ca să văd efectul
00:02:59:27 00:03:03:28
asupra fericirii lor. Cursul s-a bazat pe
obiceiuri validate empiric și inspirate
00:03:03:28 00:03:06:01
din munca doamenei
doctor Sonja Lyubomirsky.
00:03:06:05 00:03:10:13
De exemplu scrierea unei scrisori,
fără a o trimite pentru a cere iertare.
00:03:11:03 00:03:13:12
Asta se încadrează
sub umbrela redefinirii
00:03:13:12 00:03:17:03
și practicării iertării ca un
act exclusiv pentru tine.
00:03:17:16 00:03:19:24
Dar pentru că aici exersăm
cum să fim fericiți,
00:03:19:24 00:03:21:24
scrisoarea nu se va livra.
00:03:24:12 00:03:27:15
Identificarea unui gând
negativ în fiecare zi
00:03:27:15 00:03:29:26
și înlocuirea acestuia
cu unul pozitiv.
00:03:32:09 00:03:37:07

Experiencing awe and wonder
in nature as a way of reaping the benefits
of religion and spirituality
for everyone, religious or not.
Celebrating friends accomplishments
as an important investment
in social relationships.
Would you make some noise if you're
here to support a friend
or loved one today?
Wow.
Well, you get a gold star.
I don't know why you're here.
You already have it figured out,
because it turns out that we're
really good at coming together in a crisis
but we're pretty bad at being genuinely
happy for one another's accomplishments.
Except for you guys, obviously.
If you didn't clap, that's embarrassing.
Or finally lingering over
your morning cup of coffee,
slowing down to savor almost anything
that you rush through during the day.
Each week in my class,
students were assigned a specific habit.
They had to submit evidence
of their practice like a photo,
summarize the science behind the habit.
They needed to prove
to me they knew
that I had not just assigned them
some woo woo bullshit,
and then reflect honestly
on whether or not it helped.

Admirația și fascinația trăite în natură
este o modalitate de acces la beneficiile
00:03:37:07 00:03:41:06
aduse de religie și spiritualitate,
indiferent de apartenența religioasă.
00:03:43:02 00:03:46:13
Sărbătorirea realizărilor
oamenilor dragi ca o investiție importantă
00:03:46:13 00:03:48:01
în relațiile sociale.
00:03:48:13 00:03:50:22
Vă rog să aplaudați,
dacă astăzi susțineți aici
00:03:50:22 00:03:53:00
pe cineva
apropiatx sau iubitx ?
00:03:55:27 00:03:56:27
Uau.
00:03:57:17 00:03:58:26
Bravo, așa da, nota zece!
00:03:58:26 00:04:01:23
Nu știu de ce sunteți aici.
Probabil v-ați dat seama deja,
00:04:01:23 00:04:06:07
că se pare, că suntem excepționali în a ne
mobiliza în timpuri grele
00:04:06:07 00:04:10:06
dar eșuăm când ar trebui să ne bucuram
cu adevărat de realizările celorlalți.
00:04:10:06 00:04:13:21
În afară de dumneavoastră, evident.
Dacă nu ați aplaudat, este jenant.
00:04:16:14 00:04:19:24
Sau, în cele din urmă, luându-vă timp
pentru cafeaua de dimineață,
00:04:20:06 00:04:24:22
încetinind, astfel savurând totul,
ce ați face în grabă în timpul zilei.
00:04:26:14 00:04:28:17
La orele mele săptămânale
le-am solicitat
00:04:28:17 00:04:30:19
studenților
un comportament anume .
00:04:30:19 00:04:34:00
Au trebuit să demonstreze că au
exersat, prezentând dovezi cum ar fi
00:04:34:00 00:04:36:14
o poză și să facă un rezumat
a teoriei obiceului.
00:04:36:14 00:04:38:15
Trebuiau să-mi demonstreze,
00:04:38:15 00:04:41:04
că au înțeles
că nu le-am cerut tâmpenii.
00:04:41:24 00:04:44:24
După care au trebuit să reflecteze
sincer dacă a ajutat sau nu.

And I told them
I have no skin in this game.
I did not invent these habits.
You will not offend me if you hate them.
Just tell me the truth.
So yes, I assign joy.
I make it mandatory.
And what's wild is it works,
but not in the way I expected.
They do the habits they reflect.
One student wrote about
spending time with her family
to practice social connection.
Connecting with my family
did make me feel better.
Count happiness as boosted.
Another student said
about practicing forgiveness.
I'm a bit surprised,
but I found this activity to be helpful.
A lot of faith in my assignments.
Being able to forgive felt really calming.
I often hear that it's students
favorite class at Vanderbilt,
which gets me invited
to speak to other groups on campus.
But is a favorite class enough
to make lasting changes
in an achievement based society?
One night I was guest lecturing to another
group on campus

00:04:45:07 00:04:47:21
Și le-am spus
că jocul nu îmi aduce niciun avantaj.
00:04:47:21 00:04:49:16
Nu eu am inventat
obiceiurile astea.
00:04:49:16 00:04:51:18
Nu mă veți blestema,
dacă îl veți displace.
00:04:51:21 00:04:53:05
Doar spuneți-mi adevărul.
00:04:53:27 00:04:55:27
Deci da, eu impun bucurie.
00:04:56:12 00:05:00:26
O fac obligatorie. Și ceea ce
este uluitor că funcționează,
00:05:00:26 00:05:03:19
dar nu în felul în care mă așteptam.
00:05:04:03 00:05:06:18
Ei reflectă obișnuințele lor.
00:05:07:09 00:05:10:05
Cineva din curs a descris
cum petrece timpul cu familia sa
00:05:10:05 00:05:12:03
pentru a practica conexiunea socială.
00:05:12:15 00:05:15:16
Conectarea cu familia m-a
făcut să mă simt mai bine.
00:05:16:07 00:05:18:09
Considerați fericirea ca fiind stimulată.
00:05:20:11 00:05:23:13
Altcineva a povestit
despre practicarea iertării.
00:05:24:05 00:05:27:20
Spre surprinderea mea, dar
consider această activitate utilă.
00:05:29:10 00:05:31:01
Văd multă încredere
în temele mele.
00:05:32:21 00:05:35:21
Capacitatea de a ierta
chiar are un efect liniștitor.
00:05:36:04 00:05:39:08
Aud adesea că este clasa preferată
la Vanderbilt,
00:05:39:08 00:05:42:15
astfel fiind invitată
să discut cu alte grupuri studențești.
00:05:43:00 00:05:47:12
Dar oare o clasă preferată poate
face schimbări de durată
00:05:47:12 00:05:49:19
într-o societate concentrată pe realizări?
00:05:50:15 00:05:54:03
Într-o seară, am ținut
cursul cu un alt grup de studenți
00:05:54:03 00:05:55:24
despre știința fericirii

about the science of happiness,
and I asked them if they were likely
to try out the habits on their own.
One student said,
I'm not going to make time
in my day for happiness
because the joy it brings is fleeting.
Another student said
happiness doesn't count on a resume.
I'd rather spend my time doing
something I know will pay off later.
These students are playing the long
game every hour, every minute,
every ounce of energy is being invested
in some distant future payoff.
In other words, these students
are telling us
that happiness
doesn't feel like a smart bet.
And I get it, I really do.
But with age comes perspective.
Many of us in this room know
that life can change in an instant.
I'm giving this talk from
a chair because when I was 33,
I woke up paralyzed from the waist down.
A ruptured disc impinged
on my spinal cord,
and it took me years
to relearn how to walk.
Wait to see what mobility would return.
Pull myself out of a deep depression
and learn to live with the chronic
pain that will never leave.
When my students tell me
they're postponing joy for later,

00:05:55:24 00:05:59:24
și i-am întrebat dacă ar fi posibil
să încerce obiceiurile pe cont propriu.
00:06:00:18 00:06:02:00
Una dintre persoane
a spus:
00:06:02:16 00:06:05:22
Nu am timp de fericire,
00:06:06:13 00:06:09:06
deoarece bucuria pe care
o aduce este trecătoare.
00:06:11:02 00:06:15:17
Altcineva a spus că
fericirea nu contează pe un CV.
00:06:17:02 00:06:21:07
Aș prefera să-mi petrec timpul făcând ceva
ce știu că va da roade mai târziu.
00:06:23:08 00:06:26:17
Acești indivizi joacă un joc de durată,
fiecare oră, fiecare minut,
00:06:26:17 00:06:31:12
fiecare pic de energie este investită
în ceva ce va da roade cândva.
00:06:31:21 00:06:34:22
Cu alte cuvinte, aceste persoane
ne transmit
00:06:34:28 00:06:38:17
că fericirea nu este
o alegere înțeleaptă.
00:06:39:25 00:06:41:28
Și înțeleg, chiar înțeleg.
00:06:42:11 00:06:44:15
Dar odată cu vârsta vine și perspectiva.
00:06:44:29 00:06:48:27
Mulți dintre noi aflați aici știm
că viața se poate schimba într-o clipă.
00:06:49:15 00:06:52:29
Țin acest discurs de pe un scaun
pentru că, atunci când aveam 33 de ani,
00:06:53:01 00:06:55:10
m-am trezit paralizată de la talie în jos.
00:06:55:28 00:06:58:12
Un disc rupt mi-a lezat măduva spinării
00:06:58:12 00:07:01:06
și m-a costat ani de zile
să reînvăț să umblu.
00:07:01:15 00:07:03:21
Am așteptat ca
mobilitate să revină.
00:07:03:28 00:07:06:03
Am reușit să ies dintr-o depresie profundă
00:07:06:13 00:07:09:24
și să învăț să trăiesc cu o durere
cronică pentru totdeauna.
00:07:10:24 00:07:15:01
Când cursanții mei îmi spun că
se vor ocupa ei de bucurie cândva,
00:07:15:15 00:07:19:08

I feel a sense of urgency
they can't yet understand.
A few months after the semester ended,
I pulled my positive psychology students
to see if they kept up the habits.
Given their enthusiasm for the course.
I really thought that they would.
But most of them
admitted that they did not.
Why didn't they keep up the habits?
They treated it like any other class,
forgetting about the habits
as soon as the semester was over.
I bet many of you can remember cramming
for exams in college just
to forget the information
as soon as it became irrelevant.
Yeah, I didn't do that,
but I thought you guys did.
I don't think that
my students are telling me
that they think happiness is irrelevant.
They think that prioritizing happiness
will cause them to lose their edge,
and they will lose their edge
as they currently know it.
But it would be replaced
by something even greater.
And here's how I know this is true.
I have now taught some version
of this class to middle schoolers,
high schoolers, college students,
middle aged adults, and retirees.
It's the right move is to postpone joy
thinking that it will come

simt nevoia de a-i trezi la realitate,
ei neputând înțelege încă acest fapt.
00:07:20:26 00:07:23:04
La câteva luni după
încheierea semestrului,
00:07:23:04 00:07:27:16
mi-am reunit studenții
ca să văd dacă au păstrat obiceiurile.
00:07:27:27 00:07:30:00
Având în vedere
entuziasmul lor pentru curs.
00:07:30:00 00:07:31:22
Chiar credeam că o vor face.
00:07:32:15 00:07:36:00
Dar cei mai mulți dintre ei
au recunoscut că nu au făcut-o.
00:07:36:28 00:07:38:29
De ce nu și-au păstrat obiceiurile?
00:07:40:12 00:07:42:18
Au tratat cursul ca pe orice altă clasă,
00:07:42:18 00:07:46:09
uitând de obiceiuri imediat
ce s-a terminat semestrul.
00:07:47:03 00:07:51:10
Pun pariu că mulți dintre voi vă
amintiți cum toceți pentru examene
00:07:51:10 00:07:55:05
în sesiune, doar ca informațiile să fie
uite imediat ce au devenit irelevante.
00:07:55:09 00:07:58:00
Eu însă nu am făcut așa,
dar poate voi ați făcut-o.
00:08:00:18 00:08:03:13
Nu cred că studenții mei sunt convinși
00:08:03:13 00:08:05:26
de faptul că fericirea este irelevantă.
00:08:06:14 00:08:11:18
Ei cred că dând prioritate fericirii
își vor pierde elanul
00:08:12:00 00:08:15:27
astfel pierzându-și avantajul
asa cum îl cunosc în prezent.
00:08:16:03 00:08:19:08
Dar ar fi înlocuit cu ceva și mai mare.
00:08:19:15 00:08:22:05
Și iată cum știu că
acest lucru este adevărat.
00:08:22:14 00:08:26:29
Până acum am predat acest curs
la diferite clase de elevi de gimnaziu,
00:08:26:29 00:08:31:18
liceenilor, studenților, adulților
de vârstă mijlocie și pensionarilor.
00:08:31:29 00:08:36:25
Dar dacă amânarea bucuriei este
considerată o decizie corectă,

once you get into grad school,
land your dream job, buy a house.
Then why does a room full
of upper middle class retirees
who have many of those riches still
sign up for a course on happiness.
Why are you here today
for this event on Joy?
Because we live in broken systems
that put the cart before the horse.
Education rewards test scores,
not well-being.
Work rewards output, not community.
Many families applaud
discipline over delight.
We have all built and continue
to uphold these flawed systems
in which we're always chasing success
and then moving the goalposts back,
incorrectly expecting happiness to follow.
But here's the thing science shows
us that happiness leads to success,
not the other way around.
We know this because people
who build joy are not just happier,
they're more resilient,
more focused, more connected.
They recover faster,
they lead better, and they live longer.
All things I want for my students.
All things we want for each other.
What I learned from my class is this
we have the best shot at happiness

00:08:36:25 00:08:38:18
sperând că va veni cândva
00:08:38:18 00:08:41:07
cu intrarea la universitate,
cu jobul și casa de vis.
00:08:41:07 00:08:45:05
Atunci de ce o cameră plină de
pensionari din clasa de mijloc superioară
00:08:45:05 00:08:50:10
care au multe dintre aceste bogății încă
se înscriu la un curs despre fericire.
00:08:51:04 00:08:54:10
De ce sunteți aici astăzi
la acest eveniment despre bucurie?
00:08:55:16 00:09:00:00
Pentru că trăim în sisteme bolnave
care pun carul înaintea boilor.
00:09:00:17 00:09:03:13
Educația recunoaște doar
notele primite, nu bunăstarea.
00:09:03:28 00:09:06:13
Munca recompensează performanța,
nu comunitatea.
00:09:06:23 00:09:10:14
Multe familii apreciază
disciplina mai mult decât plăcerea.
00:09:11:11 00:09:15:18
Cu toții am construit și continuăm
să susținem aceste sisteme bolnave
00:09:15:18 00:09:18:00
în care gonim mereu după succes
00:09:18:00 00:09:20:06
și apoi mutăm ținta înapoi,
00:09:20:06 00:09:22:19
așteptându-ne ca fericirea
să umeze ca prin minune.
00:09:23:21 00:09:28:19
Dar știința ne demonstrează că
de fapt fericirea duce la succes,
00:09:28:27 00:09:30:17
nu invers.
00:09:31:21 00:09:36:08
Știm acest lucru pentru că oamenii
care cultivă bucuria nu sunt doar mai
00:09:36:08 00:09:39:20
fericiți, ci sunt mai rezistenți,
mai concentrați, mai conectați.
00:09:39:29 00:09:43:23
Se recuperează mai repede, conduc mai
bine și trăiesc mai mult.
00:09:44:14 00:09:46:27
Asta le doresc și cursanților mei.
00:09:46:27 00:09:49:24
Asta ne dorim toți.
00:09:50:13 00:09:55:22
Ceea ce am învățat de la clasa mea este
că avem cea mai bună șansă la fericire
00:09:55:27 00:10:00:29

when we belong to systems that treat it
as a basis, a precursor,
a foundation for everything else.
And do you know who makes the systems?
We do. We make the systems, the families,
the classrooms, the neighborhoods,
the boardrooms. We can make this change
if you play a role in a child's life.
You can ask them what they did
to make themselves happy each day
before you ask them to achieve.
Neighbours and friends,
you can set the expectation that you'll
socially connect on a regular basis.
Start a block party. Start a book club.
Volunteer together.
Employers, you can reward your employees
for using all their vacation
time knowing
that success and productivity
will follow their rest.
Look, the happiest
countries are not that way
because their citizens
read the right self-help books
or listen to the right podcasts.
They're that way in part because
of what I'm describing here.
What if we all took
whatever collective power we have
and made sure that we create systems
that embed happiness promoting norms,
which in turn makes it possible,
if not probable or even inevitable,
that people will then be able to make

atunci când aparținem unor sisteme care
o tratează ca pe o bază, o premisă,
00:10:01:00 00:10:03:12
un fundament pentru orice altceva.
00:10:04:25 00:10:07:20
Știți cine face aceste sisteme?
00:10:08:19 00:10:13:22
Noi le facem. Noi facem sistemele,
famiiliile, școlile, cartierele,
00:10:13:22 00:10:19:25
consiliile. Putem face această schimbare
dacă jucați un rol în viața unui copil.
00:10:20:00 00:10:23:19
Puteți să-i întrebați ce au făcut
pentru a fi fericiți în fiecare zi
00:10:23:25 00:10:26:10
înainte de a le cere să se realizeze.
00:10:27:08 00:10:28:24
Vecini și prieteni,
conveniți
00:10:28:26 00:10:33:16
că veți menține legătura
în mod regulat. Organizați o party
00:10:33:20 00:10:35:27
de cartier. Începeți
un club de lectură.
00:10:35:27 00:10:37:03
Voluntariați împreună.
00:10:38:05 00:10:41:12
Angajatori, vă puteți răsplăti angajații
00:10:41:12 00:10:44:11
pentru că și-au folosit
tot timpul de vacanță știind
00:10:44:18 00:10:48:16
că succesul și productivitatea
vor urma după odihna lor.
00:10:49:24 00:10:53:20
Uitați, cele mai fericite țări
nu sunt așa,
00:10:53:21 00:10:57:16
deoarece cetățenii lor citesc
cărțile potrivite de auto-ajutor
00:10:57:23 00:11:00:05
sau ascultă podcasturile potrivite.
00:11:00:20 00:11:04:06
Sunt așa în parte
datorită a ceea ce descriu aici.
00:11:04:29 00:11:09:01
Ce s-ar întâmpla dacă ne-am uni
puterea colectivă pe care o avem
00:11:09:20 00:11:16:18
și ne-am asigura că creăm sisteme care
includ norme de promovare a fericirii,
00:11:16:26 00:11:23:00
ceea ce la rândul său face posibil,
dacă nu probabil sau chiar inevitabil,
00:11:23:10 00:11:29:07
ca oamenii să poată face și susține
alegeri care îmbunătățesc fericirea.

and sustain happiness enhancing choices.
That is how we grade happiness and give
it the credit it deserves.
Thank you.

00:11:29:26 00:11:34:15
Acesta este modul în care evaluăm
fericirea și îi acordăm atenția cuvenită.
00:11:35:04 00:11:36:06
Mulțumesc.

9. Human Translation HT 1 EN – DE (no access to CaptionHub)

Source text in EN	HT 1 DE
Complete this sentence.	Vervollständigen Sie diesen Satz.
Parents often say, more than anything else, I want my child to be,	Eltern sagen oft, mehr als alles andere: "Ich wünsche mir, dass
Of course, happy.	mein Kind glücklich ist.
That universally desirable state of being.	Dieser Zustand, den sich jeder wünscht.
The ultimate goal. We all want it.	Das höchste Ziel. Wir alle streben danach.
Advice is everywhere about how to achieve it.	Ratschläge gibt es überall, wie man es erreichen kann.
So how come happiness is the number one thing we want for each other, for ourselves?	Warum ist also Glück das Wichtigste, was wir uns füreinander wünschen,
And yet somehow, not the number one thing taught in schools.	für uns selbst?
Think about what we grade today.	Und trotzdem ist es irgendwie nicht, das Wichtigste, was in Schulen gelehrt wird.
Productivity, performance, analytic skills.	Denken Sie darüber nach, was wir heute bewerten? Produktivität, Leistung, analytische Fähigkeiten.
But happiness? We leave that up to chance	Aber Glück? Das überlassen wir dem Zufall.
Why do we leave happiness up to chance?	Warum überlassen wir Glück dem Zufall?
Because we live in a society where we built	Weil wir in einer Gesellschaft leben, in der wir Systeme aufgebaut haben
and maintain systems that emphasize accomplishments, achievements,	und aufrechterhalten, die vor allem Leistungen, Erfolge,
and possessions as means for attaining happiness.	und Besitz betonen. Und zwar al Mittel um Glück zu erreichen.
I'm going to take this opportunity today to tell you why that is completely backwards.	Ich möchte heute die Chance nutzen, um Ihnen zu erklären, warum das völlig verkehrt ist.
And the good news is we can flip the script, because science shows that there are specific habits that cause happiness, not just correlate with it, but create it.	Und die gute Nachricht ist: Wir können das Blatt wenden. Denn die Wissenschaft zeigt, dass es konkrete Gewohnheiten gibt, die Glück bewirken, nicht nur damit zusammenhängen, sondern es erzeugen.
Happiness is a skill, and if something highly valued can be taught,	Glück ist eine Fähigkeit und wenn etwas so Wertvolles gelehrt werden kann, geübt und verbessert werden kann,

practiced and improved,	warum sollte es dann nicht verpflichtend sein?
then why shouldn't it be required	Oder zumindest angeboten werden
or at least offered	in unserem Bildungssystem?
in our academic structure?	Als Professorin an der Vanderbilt University
As a professor at Vanderbilt,	traf ich die strategische Entscheidung,
I made the strategic decision	Glück zu untersuchen
to assess happiness	in meiner Vorlesung über positive Psychologie.
in my positive psychology class.	Und das habe ich dabei gelernt.
And here's what I learned.	Selbst die klügsten,
Even the brightest,	ehrgeizigsten Menschen nehmen sich keine Zeit
most ambitious people won't make time	für ihr eigenes Glück,
for their own happiness	wenn es nicht verpflichtend ist.
unless it's required.	Hier ist meine wichtigste Erkenntnis über
Here's my favorite finding about	Glück, die ich besonders gern teile
happiness that I love to share,	und die schließlich
which eventually	meine Art zu lehren verändert hat.
change the way that I teach.	Die Hälfte davon ist genetisch bedingt.
Half of it is genetic.	Ihr biologischer Ausgangspunkt.
Your biological set point.	Es ist zu spät noch etwas daran zu ändern.
It's too late to do anything about that.	Doch die Forschung zeigt, dass bis zu 40%
But scientists have shown that up to 40%	unter Ihrer direkten täglichen Kontrolle stehen.
is within your direct daily control.	Wie Sie Ihre Zeit verbringen,
How you spend your time,	worauf Sie sich konzentrieren, was Sie üben.
what you focus on, what you practice.	Während sich die Wissenschaft vom Glück
As the science on happiness	weiterentwickelt und differenzierter wird,
evolves and becomes more nuanced,	verändern sich die Zahlen.
those numbers change,	Doch die wichtigste Erkenntnis
but the most important premise	bleibt bestehen: Sie können Ihr Wohlbefinden steigern
remains you can boost your well-being	durch bewusstes Verhalten und diese
with intentional behavior, and you	Verbesserungen langfristig aufrechterhalten.
can maintain those increases over time.	Als ausgebildete Kognitionspsychologin,
	begann ich, positive Psychologie zu lehren,
As a cognitive psychologist by training,	mit großer Skepsis
	gegenüber dieser Glücksforschung.
I started teaching positive psychology	Doch angesichts der Bedeutung, die dies für meine
with some heavy skepticism	Studierenden für ihr weiteres Leben hat,
of this research on happiness.	
	wollte ich ihnen ermöglichen,
But given how important it is to my	ihre eigenen Schlüsse zu ziehen.
students for the rest of their lives,	
I wanted to let them draw	Ich konnte nicht
conclusions on their own.	ihre genetischen Voraussetzungen verändern,
	doch was ich tun konnte, war, gezielte
I couldn't have them	Verhaltensweisen vorzugeben, um zu sehen, was mit
change their genetics,	
	ihrem Glück geschieht.
but what I could do was assign intentional	
behaviors to see what would happen	Der Kurs basierte auf empirisch
	validierten Gewohnheiten, inspiriert durch die Arbeit
to their happiness.	
	von Dr. Sonja Lyubomirsky.
The course was built around empirically	
validated habits inspired by the work	Zum Beispiel einen Brief zu schreiben, ohne ihn
	als Brief der Vergebung tatsächlich zu übergeben.
of Doctor Sonja Lyubomirsky.	
Things like writing but not	
delivering a letter of forgiveness.	

This falls under	Das fällt unter
the umbrella of redefining	den Oberbegriff der Neudefinition
and practicing forgiveness	
as an act entirely for yourself.	und der Praxis der Vergebung
	als eine Handlung, die man allein für sich selbst tut.
But because we're trying to be happy here,	Doch da wir hier versuchen, glücklicher zu werden,
delivering this letter is a no no.	ist das Übergeben dieses Briefes tabu.
Identifying one	Einen einzigen
ungrateful thought each day	undankbaren Gedanken pro Tag zu erkennen
and substituting it with a grateful one.	und ihn durch einen dankbaren zu ersetzen.
Experiencing awe and wonder	Momente vom Staunen und Bewunderung zu erleben
in nature as a way of reaping the benefits	in der Natur, um die positiven Effekte
of religion and spirituality	von Religion und Spiritualität
for everyone, religious or not.	für alle, ob religiös oder nicht.
Celebrating friends accomplishments	Erfolge von Freundinnen und Freunden zu feiern
as an important investment	als eine wichtige Investition
in social relationships.	in soziale Beziehungen.
Would you make some noise if you're	Würden Sie klatschen, wenn Sie heute
here to support a friend	hier wären, um eine befreundete Person
	oder einen geliebten Menschen zu unterstützen?
or loved one today?	Wow.
Wow.	Nun, dafür gibt es einen Goldstern.
Well, you get a gold star.	Ich weiß nicht, warum Sie hier sind.
I don't know why you're here.	Sie haben es offenbar bereits verstanden,
You already have it figured out,	denn es zeigt sich, dass wir
because it turns out that we're	sehr gut darin sind, in Krisen zusammenzuhalten,
really good at coming together in a crisis	doch deutlich schlechter darin, uns ehrlich
but we're pretty bad at being genuinely	über die Erfolge anderer zu freuen.
happy for one another's accomplishments.	Außer natürlich Sie hier.
Except for you guys, obviously.	Falls Sie nicht geklatscht haben, das wäre peinlich.
If you didn't clap, that's embarrassing.	Oder sich endlich einmal Zeit zu nehmen
Or finally lingering over	für Ihre morgendliche Tasse Kaffee,
your morning cup of coffee,	langsamer zu werden und Dinge wirklich zu genießen,
slowing down to savor almost anything	die sonst im Alltag untergehen.
that you rush through during the day.	Jede Woche in meinem Kurs
Each week in my class,	wurden konkrete Gewohnheiten vorgegeben.
students were assigned a specific habit.	Es musste belegt werden,
They had to submit evidence	zum Beispiel mit einem Foto,
of their practice like a photo,	und die wissenschaftliche Grundlage erklärt werden.
summarize the science behind the habit.	Es sollte gezeigt werden,
They needed to prove	dass verstanden wurde,
to me they knew	dass hier nicht einfach
that I had not just assigned them	irgendein esoterischer Unsinn vermittelt wurde,
some woo woo bullshit,	und anschließend ehrlich reflektiert werden,
and then reflect honestly	ob es tatsächlich geholfen hat.
on whether or not it helped.	Und ich sagte:
And I told them	Ich habe hier kein persönliches Interesse.
I have no skin in this game.	Ich habe diese Gewohnheiten nicht erfunden.
I did not invent these habits.	Sie beleidigen mich nicht, wenn Sie sie ablehnen.
You will not offend me if you hate them.	Sagen Sie mir einfach die Wahrheit.
Just tell me the truth.	
So yes, I assign joy.	

I make it mandatory.	Ja, ich vergebe Freude als Aufgabe.
And what's wild is it works,	Ich mache sie verpflichtend.
but not in the way I expected.	Und das Erstaunliche ist, dass funktioniert.
They do the habits they reflect.	Allerdings anders, als ich erwartet hatte.
One student wrote about	Die Gewohnheiten werden umgesetzt, es wird reflektiert.
spending time with her family	Eine Person schrieb darüber,
to practice social connection.	Zeit mit der Familie zu verbringen,
	um soziale Verbundenheit zu stärken.
Connecting with my family	Die Verbindung zu meiner Familie
did make me feel better.	hat mir tatsächlich gutgetan.
Count happiness as boosted.	Glück gesteigert.
Another student said	Eine andere Person berichtete
about practicing forgiveness.	über das Üben von Vergebung.
I'm a bit surprised,	ich bin etwas überrascht,
but I found this activity to be helpful.	aber diese Übung war hilfreich
A lot of faith in my assignments.	Großes Vertrauen in die Aufgaben.
Being able to forgive felt really calming.	Vergeben zu können, wirkte sehr beruhigend.
I often hear that it's students	Ich höre oft, dass dies der Lieblingskurs
favorite class at Vanderbilt,	an der Vanderbilt sei,
which gets me invited	was dazu führt, dass ich eingeladen werde,
to speak to other groups on campus.	vor anderen Gruppen auf dem Campus zu sprechen.
But is a favorite class enough	Aber reicht ein Lieblingskurs aus,
to make lasting changes	um dauerhafte Veränderungen zu bewirken
in an achievement based society?	in einer leistungsorientierten Gesellschaft?
One night I was guest lecturing to another	Eines Abends hielt ich als Gast einen Vortrag vor einer anderen
group on campus	Gruppe auf dem Campus
about the science of happiness,	über die Wissenschaft des Glücks,
and I asked them if they were likely	und ich frage, ob sie wohl
to try out the habits on their own.	die Gewohnheiten eigenständig ausprobieren würden.
One student said,	Eine der Studierenden sagte:
I'm not going to make time	Ich werde mir nicht die Zeit nehmen,
in my day for happiness	in meinem Alltag für Glück,
because the joy it brings is fleeting.	weil die Freude, die es bringt, nur kurz anhält.
Another student said	Eine andere Person sagte:
happiness doesn't count on a resume.	Glück zählt nicht im Lebenslauf.
I'd rather spend my time doing	Ich verbringe meine Zeit lieber damit,
something I know will pay off later.	von dem ich weiß, dass es sich später auszahlt.
	Diese Studierenden spielen das Langzeitspiel.
These students are playing the long	Jede Stunde, jede Minute,
game every hour, every minute,	jede Portion Energie wird investiert

every ounce of energy is being invested in some distant future payoff.	in eine weit entfernte spätere Belohnung.
In other words, these students are telling us	Mit anderen Worten: Diese Studierenden sagen uns damit,
that happiness doesn't feel like a smart bet.	dass Glück sich nicht wie eine kluge Wette anfühlt.
And I get it, I really do.	Und ich verstehe das. Wirklich.
But with age comes perspective.	Doch mit dem Alter kommt Perspektive.
Many of us in this room know that life can change in an instant.	Viele von uns hier im Raum wissen, dass sich das Leben in einem Augenblick verändern kann.
I'm giving this talk from a chair because when I was 33,	Ich halte diesen Vortrag von einem Stuhl aus, denn als ich 33 Jahre alt war,
I woke up paralyzed from the waist down.	wachte ich gelähmt auf, vom Bauch abwärts
A ruptured disc impinged on my spinal cord,	Ein Bandscheibenvorfall drückte auf mein Rückenmark
and it took me years to relearn how to walk.	Und es dauerte Jahre, um wieder gehen zu können.
Wait to see what mobility would return.	Abzuwarten, wie viel Beweglichkeit zurückkehren würde.
Pull myself out of a deep depression	Mich selbst aus einer schweren Depression herauszuholen
and learn to live with the chronic pain that will never leave.	und zu lernen, mit chronischen Schmerzen zu leben, die nie verschwinden würden.
When my students tell me they're postponing joy for later,	Wenn meine Studierenden mir sagen, dass sie Freude auf später verschieben,
I feel a sense of urgency they can't yet understand.	spüre ich eine Dringlichkeit, die sie noch nicht verstehen können.
A few months after the semester ended,	Einige Monate nach Semesterende
I pulled my positive psychology students to see if they kept up the habits.	befragte ich meine Studierenden aus der Positiven Psychologie, um zu sehen, ob sie die Gewohnheiten beibehalten hatten.
Given their enthusiasm for the course.	Angesichts ihrer Begeisterung für den Kurs
I really thought that they would.	war ich überzeugt, dass sie es tun würden.
But most of them admitted that they did not.	Doch die meisten von ihnen gaben zu, dass sie es nicht getan hatten
Why didn't they keep up the habits?	Warum haben sie die Gewohnheiten nicht beibehalten?
They treated it like any other class, forgetting about the habits as soon as the semester was over.	Sie behandelten es wie jeden anderen Kurs und vergaßen die Gewohnheiten nachdem das Semester vorbei war.
	Ich wette, viele von Ihnen erinnern sich daran,

I bet many of you can remember cramming for exams in college just	für Prüfungen gelernt zu haben nur um die Inhalte wieder zu vergessen, sobald sie nicht mehr relevant waren.
to forget the information as soon as it became irrelevant.	
Yeah, I didn't do that, but I thought you guys did.	Ja, ich habe das nicht gemacht, aber ich dachte, Sie schon.
I don't think that my students are telling me	Ich glaube nicht, dass meine Studierenden mir sagen wollen,
that they think happiness is irrelevant.	dass Glück irrelevant ist.
They think that prioritizing happiness will cause them to lose their edge,	Sie glauben, Glück zu priorisieren würde ihnen den Vorsprung nehmen,
and they will lose their edge as they currently know it.	und sie würden ihren Vorteil verlieren, so, wie sie ihn derzeit verstehen.
But it would be replaced by something even greater.	Doch er würde ersetzt werden durch etwas noch Größeres.
And here's how I know this is true.	Und so weiß ich, dass das stimmt.
I have now taught some version of this class to middle schoolers,	Ich habe inzwischen verschiedene Versionen dieses Kurses unterrichtet für Lernende der Mittelstufe
high schoolers, college students, middle aged adults, and retirees.	Lernende weiterführender Schulen, Studierende, Erwachsene mittleren Alters und Menschen im Ruhestand
It's the right move is to postpone joy thinking that it will come	Es scheint der richtige Schritt zu sein, Freude aufzuschieben im Glauben, sie werde kommen,
once you get into grad school, land your dream job, buy a house.	wenn man ins Graduiertenprogramm aufgenommen wird, den Traumjob bekommt oder ein Haus kauft.
Then why does a room full of upper middle class retirees	Warum also meldet sich ein ganzer Raum voller Menschen im Ruhestand aus der oberen Mittelschicht
who have many of those riches still sign up for a course on happiness.	die über viele dieser Dinge verfügen, für einen Kurs über Glück anmelden.
Why are you here today for this event on Joy?	Warum sind Sie heute hier bei dieser Veranstaltung über Freude?
Because we live in broken systems that put the cart before the horse.	Weil wir in kaputten Systemen leben, die das Pferd von hinten aufzäumen.
Education rewards test scores, not well-being.	Bildung belohnt Testergebnisse, nicht Wohlbefinden.
Work rewards output, not community.	Arbeit belohnt Produktivität, nicht Gemeinschaft.
Many families applaud discipline over delight.	Viele Familien loben Disziplin mehr als Freude.
We have all built and continue to uphold these flawed systems	Wir alle haben diese fehlerhaften Systeme aufgebaut und halten sie weiter aufrecht, in denen wir ständig Erfolg hinterherjagen und dann die Ziellinie immer weiter zu verschieben, und fälschlicherweise zu erwarten, dass Glückerst danach folgt.

in which we're always chasing success	Doch die Wissenschaft zeigt uns:
and then moving the goalposts back,	Glück fördert Erfolg,
incorrectly expecting happiness to follow.	
But here's the thing science shows	nicht umgekehrt.
us that happiness leads to success,	
	Wir wissen das, weil Menschen,
not the other way around.	die Glück aktiv fördern, nicht nur glücklicher sind.
We know this because people	Sie sind widerstandsfähiger,
who build joy are not just happier,	leistungsfähiger, sozial stärker verbunden.
they're more resilient,	Sie erholen sich schneller,
more focused, more connected.	sie führen erfolgreicher und sie leben länger.
They recover faster,	Alles Dinge, die ich mir für meine Studierenden wünsche.
they lead better, and they live longer.	
	Alles Dinge, die wir uns gegenseitig wünschen.
All things I want for my students.	
	Was ich aus meinem Kurs gelernt habe, ist:
All things we want for each other.	Die größten Chancen auf Glück entstehen
What I learned from my class is this	wenn wir Teil von Systemen sind, die Glück
we have the best shot at happiness	als Grundlage betrachten, als Voraussetzung,
when we belong to systems that treat it	als Fundament für alles andere.
as a basis, a precursor,	
	Und wissen Sie, wer diese Systeme schafft?
a foundation for everything else.	
	Wir. Wir gestalten Familien,
And do you know who makes the systems?	Klassenräume, Nachbarschaften,
We do. We make the systems, the families,	die Vorstandsetagen. Wir können diese Veränderung bewirken,
the classrooms, the neighborhoods,	
	wenn Sie eine Rolle im Leben eines Kindes spielen.
the boardrooms. We can make this change	
if you play a role in a child's life.	Sie können sie fragen, was sie getan haben,
	um glücklich zu sein,
You can ask them what they did	
to make themselves happy each day	bevor Sie nach Leistungen fragen.
before you ask them to achieve.	Nachbarschaft und Freundeskreis,
Neighbours and friends,	Sie können die Erwartung setzen,
	sich regelmäßig sozial zu verbinden.
you can set the expectation that you'll	
socially connect on a regular basis.	Organisieren Sie ein Nachbarschaftsfest. Gründen Sie einen
	Buchclub.
Start a block party. Start a book club.	Engagieren Sie sich gemeinsam ehrenamtlich.
Volunteer together.	Arbeitgebende können Mitarbeitende belohnen,
Employers, you can reward your employees	wenn sie ihren gesamten Urlaub nutzen,
	im Wissen,
for using all their vacation	dass Erfolg und Produktivität
time knowing	aus ihrer Erholung folgen werden.
	Sehen Sie: Die glücklichsten
that success and productivity	Länder sind nicht deshalb so
will follow their rest.	weil ihre Bevölkerung

Look, the happiest	die richtigen Selbsthilfebücher liest
countries are not that way	
because their citizens	oder die richtigen Podcasts hört.
read the right self-help books	
	Sie sind es unter anderem deshalb,
or listen to the right podcasts.	weil sie das umsetzen, was ich hier beschreibe.
They're that way in part because	Was wäre, wenn wir alle
of what I'm describing here.	jede kollektive Macht, die wir haben, nutzen würden
What if we all took	und sicherstellen würden, dass wir Systeme schaffen,
whatever collective power we have	die Normen verankern, die Glück fördern,
and made sure that we create systems	was wiederum möglich macht,
that embed happiness promoting norms,	wenn nicht wahrscheinlich oder sogar unausweichlich,
which in turn makes it possible,	dass Menschen dann in der Lage sind,
if not probable or even inevitable,	Entscheidungen zu treffen und aufrechtzuerhalten, die Glück fördern.
that people will then be able to make	So bewerten wir Glück neu
and sustain happiness enhancing choices.	und geben ihm die Anerkennung, die es verdient.
That is how we grade happiness and give	Vielen Dank.
it the credit it deserves.	
Thank you.	

10. Human Translation HT 2 EN – RO (no access to CaptionHub)

Source text in EN	Completați această propoziție.
Complete this sentence.	
Parents often say, more than anything	Părinții spun adesea: "Cel mai mult
else, I want my child to be,	ca orice altceva, îmi doresc ca copiii mei
Of course, happy.	
	sa fie fericiți, bineînțeles."
That universally desirable state of being.	
The ultimate goal. We all want it.	Acea stare de a fi, dorită de toată lumea.
Advice is everywhere	Țelul final. Toți vrem să-l atingem.
about how to achieve it.	
	Pretutindeni găsim sfaturi
So how come happiness is the number one	despre cum sa îl atingem.
thing we want for each other,	Atunci cum se face că fericirea, pe care ne-o dorim unii altora,
for ourselves?	este lucrul numărul unu ce ni-l dorim
And yet somehow, not	nouă înșine?
the number one thing taught in schools.	
	Și totuși, cumva, nu
Think about what we grade today.	este lucrul numărul unu care se predă în școli.
Productivity, performance,	Gândiți-vă la ceea ce apreciem în ziua de azi.
	Productivitate, performanță,

analytic skills.	abilitați analitice.
	Dar fericirea? Asta o lăsăm la voia întâmplării.
But happiness? We leave that up to chance	
Why do we leave happiness up to chance?	De ce lăsăm fericirea la voia întâmplării?
Because we live in a society	Pentru că trăim într-o societate
where we built	unde am construit
and maintain systems that emphasize	și menținem sisteme care pun accentul pe
accomplishments, achievements,	realizări și succese,
and possessions as means	și bunuri ca mijloace
for attaining happiness.	pentru a atinge fericirea.
	Astăzi voi profita de această ocazie
I'm going to take this opportunity today	
	să vă spun de ce
to tell you why	aceasta este complet pe dos.
that is completely backwards.	
	Știrile bune sunt că noi
And the good news is we	putem schimba scenariul,
can flip the script,	
	pentru că știința ne arată că există
because science shows that there are	obiceiuri specifice care provoacă fericire,
specific habits that cause happiness,	
	nu doar în corelație cu ea, ci o crează.
not just correlate with it, but create it.	
	Fericirea este o abilitate, și dacă
Happiness is a skill, and if	se poate învăța ceva de valoare înaltă,
something highly valued can be taught,	
	dacă se poate practica și îmbunătăți,
practiced and improved,	
	atunci de ce sa nu fie solicitată,
then why shouldn't it be required	
	sau cel puțin oferită
or at least offered	în structura noastră academică?
in our academic structure?	
	În calitate de profesor la universitatea Vanderbilt,
As a professor at Vanderbilt,	
	m-am decis în mod strategic
I made the strategic decision	să determin valoarea fericirii
to assess happiness	
	în cadrul cursului meu de psihologie pozitivă.
in my positive psychology class.	
	Și ceea ce am învățat, sunt următoarele:
And here's what I learned.	
	Chiar și cei mai luminați și
Even the brightest,	ambitioși oameni nu-și vor face timp
most ambitious people won't make time	
	pentru fericirea lor proprie,
for their own happiness	dacă nu sunt obligați să o facă.
unless it's required.	
	Iată favorita mea descoperire despre
Here's my favorite finding about	fericire pe care îmi place să o împărtășesc,
happiness that I love to share,	
	și care probabil
which eventually	schimbă modul meu de a preda.
change the way that I teach.	O jumătate de parte este genetic.
Half of it is genetic.	
Your biological set point.	

It's too late to do anything about that.	Al dumneavoastră punct biologic de referință.
But scientists have shown that up to 40%	Este prea târziu să facem ceva în privința asta.
is within your direct daily control.	Însă oamenii de știință au demonstrat că până la 40 %
	se află direct sub controlul nostru zi de zi.
How you spend your time,	Cum îți petreci timpul,
what you focus on, what you practice.	pe ce te focusezi, ce practici sau exersezi.
As the science on happiness	În timp ce știința fericirii
evolves and becomes more nuanced,	evoluează și primește nuanțe mai definite,
those numbers change,	aceste cifre/date se schimbă,
but the most important premise	însa ideea de bază cea mai importantă
remains you can boost your well-being	ramâne aceea că dv. puteți contribui enorm la bunăstarea proprie
with intentional behavior, and you	printr-un comportament în mod intenționat, și totodată
can maintain those increases over time.	puteți menține acele îmbunătățiri de-a lungul timpului.
As a cognitive psychologist by training,	În calitate de psiholog cognitiv prin formare,
I started teaching positive psychology	am început să predau psihologia pozitivă
with some heavy skepticism	cu un scepticism puternic
of this research on happiness.	asupra acestei cercetări despre fericire.
But given how important it is to my	Însă, având în vedere cât de important este aceasta
students for the rest of their lives,	pentru studenții mei pentru restul vieții lor,
I wanted to let them draw	am vrut să îi las să tragă
conclusions on their own.	ei singuri concluziile.
I couldn't have them	Nu aș fi putut să le
change their genetics,	schimb genetica,
but what I could do was assign intentional	dar ceea ce puteam face era să le atribui
behaviors to see what would happen	comportamente intenționale ca să văd ce se întâmplă
to their happiness.	cu fericirea lor.
The course was built around empirically	Cursul a fost alcătuit din
validated habits inspired by the work	obiceiuri validate empiric inspirate din lucrarea
of Doctor Sonja Lyubomirsky.	doamnei doctor Sonja Lyubomirsky,
Things like writing but not	Lucruri precum scrierea a unei scrisori
delivering a letter of forgiveness.	de iertare însă fără să o mai expediezi.
This falls under	Aceasta face parte din
the umbrella of redefining	categoria de redefinire
and practicing forgiveness	și practicarea iertării
as an act entirely for yourself.	precum un act deplin pentru sinele dv.
But because we're trying to be happy here,	Dar pentru că noi aici încercăm să fim fericiți,
delivering this letter is a no no.	expedierea acestei scrisori este exclusă.
Identifying one	Identificarea unui

ungrateful thought each day	gând de nerecunoștință în fiecare zi
and substituting it with a grateful one.	și înlocuirea cu un gând de recunoștință.
Experiencing awe and wonder	Trăirea uimirii și mirării
in nature as a way of reaping the benefits	în natură ca un mod de a profita de beneficiile
of religion and spirituality	religiei și spiritualității
for everyone, religious or not.	pentru toată lumea, religioasă sau nu.
Celebrating friends accomplishments	Celebrarea realizărilor prietenilor
as an important investment	precum a unei investiții importante
in social relationships.	în relațiile sociale.
	Ați putea da semne zgomotoase dacă sunteți astăzi
Would you make some noise if you're	aici ca să vă susțineți un prieten/o prietenă
here to support a friend	
or loved one today?	sau o persoană iubită?
Wow.	Wow.
Well, you get a gold star.	Ei bine, primiți steluța de aur.
I don't know why you're here.	Nu știu de ce sunteți aici.
You already have it figured out,	Dv. ați descoperit motivul,
	pentru că se pare că noi oamenii suntem
because it turns out that we're	chiar buni în a ne uni într-un perioadă de criză
really good at coming together in a crisis	dar nu suntem prea buni în a fi sinceri
	fericiți când vine vorba de realizările altcuiva.
but we're pretty bad at being genuinely	
happy for one another's accomplishments.	
Except for you guys, obviously.	Cu excepția dv., evident.
If you didn't clap, that's embarrassing.	Dacă nu ați fi aplaudat, ar fi fost penibil.
Or finally lingering over	Sau în final savurând
your morning cup of coffee,	cafeaua dv. de dimineață
	încetinind ritmul pentru a savura aproape
slowing down to savor almost anything	orice lucru pe care în timpul zilei îl faci în grabă.
that you rush through during the day.	
Each week in my class,	În fiecare săptămână studenților mei din clasă
students were assigned a specific habit.	li se atribuia un comportament specific.
They had to submit evidence	Au trebuit să prezinte dovezi
of their practice like a photo,	ale exercițiului lor, cum ar fi o fotografie,
summarize the science behind the habit.	și să documenteze pe scurt aspectele științifice care stau la baza obiceiului.
They needed to prove	Trebuiau să-mi dovedească
to me they knew	că știau
that I had not just assigned them	că nu le-am dat doar niște prostii
some woo woo bullshit,	fără sens,
and then reflect honestly	și să reflecte sinceri
on whether or not it helped.	dacă a fost de ajutor sau nu.
And I told them	Și le-am spus
I have no skin in this game.	că eu nu câștig în acest joc.

I did not invent these habits.	Nu eu am inventat aceste obiceiuri.
You will not offend me if you hate them.	Să nu mă jigniți, dacă nu vă plac.
Just tell me the truth.	Doar spuneți-mi adevărul.
So yes, I assign joy.	Deci da, eu atribui bucurie.
I make it mandatory.	O fac să fie obligatorie.
And what's wild is it works,	Și ceea ce este incredibil, este că funcționează,
but not in the way I expected.	dar nu în modul la care m-aș fi așteptat.
They do the habits they reflect.	Ei practică obiceiurile pe care oglindesc.
One student wrote about	O studentă a scris despre
spending time with her family	timpul ei petrecut cu familia
to practice social connection.	pentru a practica conexiunea socială.
Connecting with my family	Conexiunea cu familia mea
did make me feel better.	a făcut să mă simt mai bine.
Count happiness as boosted.	Considerați fericirea ca fiind intensificată.
Another student said	Un alt student a povestit
about practicing forgiveness.	despre practicarea iertării.
I'm a bit surprised,	Sunt puțin surprins,
but I found this activity to be helpful.	dar după părerea mea această activitate ajută.
A lot of faith in my assignments.	Multă încredere în sarcinile mele.
Being able to forgive felt really calming.	Să fii capabil să ierți te face să te simți calm.
I often hear that it's students	Aud deseori că asta este
favorite class at Vanderbilt,	cursul preferat al studenților la Vanderbilt,
which gets me invited	ceea ce mă determină să fiu invitat
to speak to other groups on campus.	să vorbesc în fața altor grupuri din campus.
But is a favorite class enough	Dar este un curs preferat oare suficient
to make lasting changes	pentru a aduce schimbări de lungă durată
in an achievement based society?	într-o societate bazată pe performanță?
One night I was guest lecturing to another	Într-o seară am fost invitat să țin un curs
group on campus	pentru un alt grup din campus
about the science of happiness,	despre știința fericirii,
and I asked them if they were likely	și i-am întrebat dacă doresc
to try out the habits on their own.	să încerce obiceiurile pe pielea lor.
One student said,	Un student a spus,
I'm not going to make time	Nu îmi voi lua extra timp
in my day for happiness	pentru fericire în timpul zilei mele
because the joy it brings is fleeting.	pentru că bucuria care o aduce este trecătoare.

Another student said	Un alt student a spus că,
happiness doesn't count on a resume.	fericirea nu figurează într-un CV.
I'd rather spend my time doing	Mai degrabă îmi petrec timpul făcând
something I know will pay off later.	ceva ce știu că mi se va ră plăti mai târziu.
These students are playing the long	Acești studenți joacă jocul de termen lung,
game every hour, every minute,	în fiecare oră, în fiecare minut,
every ounce of energy is being invested	fiecare gram de energie și-l investesc
in some distant future payoff.	în lucruri care le vor aduce răsplata în viitorul îndelungat.
In other words, these students	Cu alte cuvinte, acești studenți
are telling us	ne spun nouă
that happiness	că fericirea
doesn't feel like a smart bet.	nu pare a fi o alegere inteligentă.
And I get it, I really do.	Și înțeleg, chiar înțeleg.
But with age comes perspective.	Dar odată cu vârsta se schimbă și perspectiva.
Many of us in this room know	Mulți dintre noi din această încăpăre știu
that life can change in an instant.	că viața se poate schimba instant.
I'm giving this talk from	Țin acest discurs
a chair because when I was 33,	stând pe un scaun, deoarece la vârsta de 33 ani,
I woke up paralyzed from the waist down.	m-am trezit paralizat de la talie în jos.
A ruptured disc impinged	O hernie de disc mi-a afectat
on my spinal cord,	măduva spinării,
and it took me years	și a durat ani întregi
to relearn how to walk.	să învăț din nou să merg.
Wait to see what mobility would return.	Încă aștept să văd ce rasplată îmi aduce mobilitatea.
Pull myself out of a deep depression	Am ieșit dintr-o depresie gravă
and learn to live with the chronic	și învăț cum să trăiesc cu dureri cronice
pain that will never leave.	de care nu voi mai scăpa niciodată.
When my students tell me	Când studenții mei îmi spun
they're postponing joy for later,	că ei amân bucuria pentru mai târziu,
I feel a sense of urgency	eu am un fel de sentiment de urgență
they can't yet understand.	pe care ei încă nu îl înțeleg
A few months after the semester ended,	Câteva luni după ce s-a terminat semestrul,
	am contactat studenții din cursul meu de psihologie pozitivă
I pulled my positive psychology students	pentru a vedea dacă și-au păstrat obiceiurile.
to see if they kept up the habits.	
Given their enthusiasm for the course.	Având în vedere entuziasmul lor pentru curs.
I really thought that they would.	Sincer, am crezut că se vor ține de ele.
But most of them	Dar majoritatea din ei
	au recunoscut că nu.

admitted that they did not.	
	De ce nu s-au ținut de obiceiuri?
Why didn't they keep up the habits?	Le-au tratat ca pe orice alt curs,
They treated it like any other class,	
	uitând de obiceiuri
forgetting about the habits	imediat după ce s-a terminat semestrul.
as soon as the semester was over.	
	Pun pariu că mulți dintre voi vă amintiți de graba
I bet many of you can remember cramming	de a învăța pentru examenele la facultate, doar
for exams in college just	
	pentru a uita informațiile
to forget the information	imediat ce deveneau irelevante.
as soon as it became irrelevant.	
	Mda, eu nu am făcut asta,
Yeah, I didn't do that,	dar mă gândeam că poate voi.
but I thought you guys did.	
	Nu cred că
I don't think that	studenții mei vor să-mi spună
my students are telling me	
	că ei cred că fericirea este irelevantă.
that they think happiness is irrelevant.	
	Ei cred că prioritizarea fericirii
They think that prioritizing happiness	îi va face să-și piardă avantajul
will cause them to lose their edge,	
	și își vor pierde avantajul
and they will lose their edge	pe care îl au în prezent.
as they currently know it.	
	Dar ar fi fost înlocuit
But it would be replaced	cu ceva și mai mareț.
by something even greater.	
	Și vă spun cum de știu că asta este adevărat.
And here's how I know this is true.	
	Am predat câteva versiuni ale
I have now taught some version	acestui curs la elevi din școala primară,
of this class to middle schoolers,	
	din școala secundară, la studenți de facultate,
high schoolers, college students,	la adulți de vârstă mijlocie și la pensionari.
middle aged adults, and retirees.	
	Crezând că amânarea bucuriei este mișcarea potrivită
It's the right move is to postpone joy	cu gândul că va veni cândva oricum
thinking that it will come	
	odată ce vei intra la facultate,
once you get into grad school,	sau când obții jobul mult visat, când cumperi o casă.
land your dream job, buy a house.	
	Atunci de ce o încăpere plină de
Then why does a room full	pensionari din clasa mijlocie superioară
of upper middle class retirees	
	care dețin multe dintre acele bogății,
who have many of those riches still	se înscriu totuși la un astfel de curs despre fericire?
sign up for a course on happiness.	
	De ce te afli azi aici
Why are you here today	la acest eveniment despre bucurie?
for this event on Joy?	Pentru că trăim într-un sistem defect
	care pune carul înaintea boilor.
Because we live in broken systems	Învățătură recompensează notele obținute la teste,
that put the cart before the horse.	nu bunăstarea.
Education rewards test scores,	Munca răsplătește rezultatele, nu comunitatea.
not well-being.	

Work rewards output, not community.	
Many families applaud discipline over delight.	Multe familii apreciază disciplina mai mult decât bucuria.
We have all built and continue to uphold these flawed systems	Noi am construit și continuăm să susținem aceste sisteme defectuoase
in which we're always chasing success	în care noi alergăm mereu după succes
and then moving the goalposts back, incorrectly expecting happiness to follow.	și apoi mutând țelurile înapoi, având așteptarea
But here's the thing science shows us that happiness leads to success,	în mod incorect că fericirea va urma după.
	Însă uitați-vă cum stau lucrurile. Știința ne arată că fericirea duce la succes,
not the other way around.	și nu invers.
We know this because people who build joy are not just happier,	Știm asta pentru că oamenii care au investit în bucurii, nu numai că sunt mai fericiți,
they're more resilient, more focused, more connected.	ci sunt mult mai rezilienți, mult mai concentrați, mai bine conectați.
They recover faster, they lead better, and they live longer.	Ei se recuperează mult mai repede, conduc o echipă mai bine, și trăiesc mai lung.
All things I want for my students.	Toate lucrurile pe care le doresc studenților mei.
All things we want for each other.	Lucruri pe care ni le dorim reciproc, unii altora.
What I learned from my class is this we have the best shot at happiness	Ceea ce am învățat eu de la acest curs sunt următoarele: Avem cea mai bună șansă la fericire
when we belong to systems that treat it as a basis, a precursor,	dacă noi facem parte dintr-un sistem în care o tratează ca pe un fundament, un precursor,
a foundation for everything else.	o temelie pentru orice altceva care urmează.
And do you know who makes the systems?	Și știi cine construiește sistemele?
We do. We make the systems, the families, the classrooms, the neighborhoods,	Noi. Noi construim sistemele, familiile, școlile, cartierele,
the boardrooms. We can make this change if you play a role in a child's life.	sălile de conferințe. Noi putem face această schimbare când joci un rol în viața unui copil.
You can ask them what they did to make themselves happy each day	În fiecare zi îi puteți întreba ce au făcut azi pentru ei însăși ca să fie fericiți
before you ask them to achieve.	înainte de a le cere să realizeze altceva.
Neighbours and friends,	Vecini și prieteni,
you can set the expectation that you'll socially connect on a regular basis.	Puteți stabili așteptarea că vă veți ocupa de contactele sociale în mod regulat.
Start a block party. Start a book club.	Organizați o petrecere în cartier. Înfiiințați un club de carte.
Volunteer together.	

Employers, you can reward your employees	Faceți activități de voluntariat împreună.
for using all their vacation time knowing	
that success and productivity will follow their rest.	Angajatori, recompensați angajații dv. pentru că își utilizează toate zilele de concediu știind că
Look, the happiest countries are not that way	odihna lor va fi urmată de succes și productivitate.
because their citizens read the right self-help books	Uitati, țările cele mai fericite nu sunt așa pentru că
or listen to the right podcasts.	cetățenii lor citesc cărțile potrivite de autojutorare
They're that way in part because of what I'm describing here.	sau ascultă podcasturile potrivite.
What if we all took whatever collective power we have	Ei sunt așa datorită lucrurilor pe care le descriu aici.
and made sure that we create systems that embed happiness promoting norms,	Ce ar fi dacă am lua toată puterea colectivă pe care o avem
which in turn makes it possible, if not probable or even inevitable,	și ne asigurăm că creăm sisteme care includ norme de promovare a fericirii,
that people will then be able to make and sustain happiness enhancing choices.	ceea ce, la rândul său, ar face posibil, dacă nu probabil sau chiar inevitabil,
That is how we grade happiness and give it the credit it deserves.	ca oamenii să poată face și menține alegeri care sporesc fericirea.
Thank you.	Acesta este modul cum noi evaluăm fericirea și îi acordăm importanța pe care o merită.
	Vă mulțumesc.

11. Human Translation HT 3 EN – DE (no access to CaptionHub)

Source text in EN	HT 3 DE
Complete this sentence.	Vervollständige diesen Satz.
Parents often say, more than anything else, I want my child to be,	Oftmals sagen Eltern, mehr als alles andere, ich möchte, dass mein Kind
Of course, happy.	natürlich glücklich ist.
That universally desirable state of being.	Das von allen angestrebte Lebensgefühl.
The ultimate goal. We all want it.	Das ultimative Ziel. Wir alle wollen es.
Advice is everywhere	An jeder Ecke finden sich Ratschläge, wie man es erreichen kann.

about how to achieve it.	Wie kommt es also, dass Glück an erster Stelle dessen steht,
So how come happiness is the number one	was wir einander, und
thing we want for each other,	auch uns selbst wünschen?
for ourselves?	
And yet somehow, not	Und trotzdem steht es nicht an erster Stelle im Schulunterricht.
the number one thing taught in schools.	
	????????????
Think about what we grade today.	
	Produktivität, Leistung und Analysekompetenz.
Productivity, performance,	
analytic skills.	
	Doch glücklich sein? Das bleibt dem Zufall überlassen.
But happiness? We leave that up to chance	
	Warum vertrauen wir beim Glück auf den Zufall?
Why do we leave happiness up to chance?	
	Weil wir in einer Gesellschaft leben,
Because we live in a society	in der wir Strukturen geschaffen und
where we built	
	aufrechterhalten haben, in denen Leistung, Erfolg,
and maintain systems that emphasize	
accomplishments, achievements,	und materieller Besitz als Voraussetzung für glückliches Leben gelten.
and possessions as means	Ich werde die Gelegenheit heute nutzen,
for attaining happiness.	
	um zu erklären,
I'm going to take this opportunity today	warum dieser Ansatz grundlegend verkehrt ist.
to tell you why	Die gute Nachricht ist:
that is completely backwards.	wir können umdenken.
And the good news is we	Studien zeigen, dass bestimmte Gewohnheiten Glück schaffen können.
can flip the script,	
	Das Glück nicht nur begleiten, sondern aktiv hervorbringen.
because science shows that there are	
specific habits that cause happiness,	Glück ist eine erlernbare Fähigkeit. Wenn also etwas so Wertvolles
	erlernt,
not just correlate with it, but create it.	
	geübt und verbessert werden kann,
Happiness is a skill, and if	
something highly valued can be taught,	warum sollte es dann nicht verpflichtend sein
practiced and improved,	oder zumindest in unserem Bildungssystem angeboten werden.
then why shouldn't it be required	Als Professorx an der Vanderbilt Universität
or at least offered	entschied ich mich bewusst dafür,
in our academic structure?	Glück in meiner Vorlesung
As a professor at Vanderbilt,	über positive Psychologie zu bewerten.
I made the strategic decision	Und hier ist, was ich gelernt habe.
to assess happiness	
	Selbst Hochbegabtx und ambitionierte Spitzenstudierendx
in my positive psychology class.	nehmen sich keine Zeit
And here's what I learned.	
Even the brightest,	für ihr eigenes Glück,
most ambitious people won't make time	solange es nicht Teil der Anforderungen ist.
for their own happiness	Meine wichtigste Erkenntnis zum Thema Glück,
unless it's required.	

Here's my favorite finding about happiness that I love to share, which eventually change the way that I teach. Half of it is genetic.		die ich besonders gerne teile und letztlich meine Art zu lehren verändert hat.
Your biological set point.		Die Hälfte davon ist genetisch bedingt.
It's too late to do anything about that.		Dein biologischer Ausgangspunkt.
But scientists have shown that up to 40% is within your direct daily control.		Daran lässt sich im Nachhinein nichts mehr verändern.
How you spend your time, what you focus on, what you practice.		Doch Wissenschaftlerx haben gezeigt, dass bis zu 40% in deiner direkten täglichen Kontrolle liegen.
As the science on happiness evolves and becomes more nuanced, those numbers change,		Wie du deine Zeit verbringst, worauf du dich fokussierst und was du übst.
but the most important premise remains you can boost your well-being with intentional behavior, and you can maintain those increases over time.		Während die Wissenschaft über Glück sich weiterentwickelt und weiter verfeinert,
As a cognitive psychologist by training, I started teaching positive psychology with some heavy skepticism of this research on happiness.		verändern sich diese Zahlen, doch das entscheidende Grundprinzip bleibt gleich, du kannst dein Wohlbefinden durch
But given how important it is to my students for the rest of their lives, I wanted to let them draw conclusions on their own.		bewusstes Verhalten steigern, und dieses erhöhte Niveau langfristig aufrechterhalten.
I couldn't have them change their genetics, but what I could do was assign intentional behaviors to see what would happen to their happiness.		Als ausgebildete/r kognitive/r Psychologx, startete ich das Unterrichten der Positiven Psychologie zunächst mit deutlicher Skepsis gegenüber dieser Forschung und dem Thema Glück.
The course was built around empirically validated habits inspired by the work of Doctor Sonja Lyubomirsky.		Doch angesichts dessen, wie wichtig es für meine Studentx für den Rest ihres Leben ist, wollte ich hier eigenes Erkenntnis gelangen lassen.
Things like writing but not delivering a letter of forgiveness.		Xieser Genetik konnte ich nicht verändern, aber ich konnte gezielte Verhaltensweisen als Aufgaben stellen, um zu sehen, wie sich xieser Glücksniveau entwickelte.
This falls under the umbrella of redefining		Die Struktur des Kurses beruhte auf wissenschaftlich überprüften Praktiken, die von der Forschung von Dr. Sonja Lyubomirsky inspiriert sind.
		Dinge wie das Schreiben eines Vergebungsbriefes, ohne ihn abzuschicken.
		Diese Übung dient dazu, Vergebung neu zu definieren
		und als Akt ausschließlich für sich selbst zu verstehen.

and practicing forgiveness		
as an act entirely for yourself.		
But because we're trying to be happy here,		Da wir hier jedoch gezielt persönliches Glück fördern wollen,
delivering this letter is a no no.		ist das Abschieken dieses Briefes tabu.
Identifying one		Zusätzlich sollen Studierendx täglich einen undankbaren
ungrateful thought each day		Gedanken erkennen
and substituting it with a grateful one.		und ihn aktiv in einen dankbaren umwandeln.
Experiencing awe and wonder		Sich bewusst von der Natur in Staunen verstzen zu lassen,
in nature as a way of reaping the benefits		als universeller Zugang zu den Vorteilen
of religion and spirituality		von Religion und Spiritualität,
for everyone, religious or not.		für alle - ob religiös oder nicht.
Celebrating friends accomplishments		Die Erfolge von Freundx zu feiern,
as an important investment		als bedeutsame Investition
in social relationships.		in sozialen Beziehungen.
Would you make some noise if you're		Wenn xier heute hier seid, um einx Freundx
here to support a friend		
		oder geliebte Person zu unterstützen, zeigt es mit etwas Applaus!
or loved one today?		
		Wow.
Wow.		
		Also, xier verdient euch einen Goldstern.
Well, you get a gold star.		
		Ich weiß gar nicht, warum xier hier seid.
I don't know why you're here.		Xier habt es offenbar schon verstanden.
You already have it figured out,		
		Es stellt sich nämlich heraus,
because it turns out that we're		dass wir hervorragend darin sind, uns in schwierigen Zeiten
really good at coming together in a crisis		zu unterstützen.
but we're pretty bad at being genuinely		Aber die authentische Freude über den Erfolg anderer,
happy for one another's accomplishments.		fällt uns deutlich schwerer.
Except for you guys, obviously.		Euch natürlich ausgenommen.
If you didn't clap, that's embarrassing.		Wer nicht geklatscht hat - nun ja, das ist ein bisschen peinlich.
Or finally lingering over		Oder nehmt euch endlich Zeit für eure morgendliche Tasse Kaffee.
your morning cup of coffee,		
slowing down to savor almost anything		Verlangsamt das Tempo und genießt etwas,
that you rush through during the day.		dass xier sonst im Laufe des Tages hastig hinunterschluckt.
Each week in my class,		Jede Woche bekamen die Studierendx in meinem Kurs
students were assigned a specific habit.		eine konkrete Gewohnheit zugewiesen.
They had to submit evidence		Sie mussten Belege xier Praxis einreichen,
of their practice like a photo,		wie etwa ein Foto,
summarize the science behind the habit.		und so die wissenschaftliche Hintergründe der jeweiligen Gewohnheit
		darstellen.
They needed to prove		Xier mussten mir beweisen,
to me they knew		dass xier verstanden hatten,
that I had not just assigned them		dass ich nicht irgendeinen esoterischen Unsinn

some woo woo bullshit,	aufgegeben hatte,
	und anschließend ehrlich reflektieren,
and then reflect honestly	ob es xier geholfen hat oder nicht.
on whether or not it helped.	Ich erklärte außerdem,
And I told them	dass ich hierbei nicht aus Eigentinteresse handle.
I have no skin in this game.	
	Ich habe diese Gewohnheiten nicht erfunden.
I did not invent these habits.	
	Xier kränkt mich nicht, wenn xier die Methoden hasst.
You will not offend me if you hate them.	
	Sagt mir einfach die Wahrheit.
Just tell me the truth.	
	Also ja, ich vergebe Freude als Aufgabe.
So yes, I assign joy.	
	Ich mache sie verpflichtend.
I make it mandatory.	Und das Verrückte ist: es funktioniert.
And what's wild is it works,	
	Jedoch nicht so, wie ich es erwartet hatte.
but not in the way I expected.	
	Xier führen die Übungen aus und setzen sich ernsthaft damit auseinander
They do the habits they reflect.	Einx Studierendx schrieb über die bewusst verbrachte Zeit mit
	xier Familie,
One student wrote about	
spending time with her family	um die soziale Verbundenheit zu stärken.
to practice social connection.	Der Kontakt mit meiner Familie hat mich
	tatsächlich besser fühlen lassen.
Connecting with my family	
did make me feel better.	Glück gesteigert - würde ich sagen.
Count happiness as boosted.	Einx andere Stundierendx berichtete
	über die Praxis der Verbeugung.
Another student said	
about practicing forgiveness.	Ich bin selbst ein wenig überrascht,
	aber ich fand diese Übung hilfreich.
I'm a bit surprised,	
but I found this activity to be helpful.	Viel Vertrauen in meine Aufgaben.
A lot of faith in my assignments.	Vergeben zu können fühlte sich
	wirklich beruhigend an.
Being able to forgive felt really calming.	
	Immer wieder höre ich, dass dieser Kurs als
I often hear that it's students	Favorit xier Studierendx an der Vanderbilt Universität gilt,
favorite class at Vanderbilt,	
	was dazu führt, dass ich eingeladen werde,
which gets me invited	meine Arbeit auch mit anderen Gruppen auf dem Campus zu teilen.
to speak to other groups on campus.	Aber reicht es aus, ein Lieblingskurs zu sein,
But is a favorite class enough	
to make lasting changes	um in einer leistungsorientierten Gesellschaft dauerhafte
	Veränderungen zu bewirken?
in an achievement based society?	
	Bei einem Gastvortrag auf dem Campus
One night I was guest lecturing to another	
group on campus	über die Glücksforschung
about the science of happiness,	fragte ich xier Teilnehmendx,
	ob xier die Gewohnheiten selbst ausprobieren würden.
and I asked them if they were likely	

to try out the habits on their own.		Ein Student antwortete,
One student said,		Ich werde mir in meinem Alltag keine Zeit
		für mein Glück nehmen.
I'm not going to make time		Die Freude daran ist ohnehin nur von kurzer Dauer.
in my day for happiness		
because the joy it brings is fleeting.		Ein andere Student meinte,
		Glück zählt nicht im Lebenslauf.
Another student said		Ich verbringe meine Zeit lieber mit etwas,
happiness doesn't count on a resume.		
I'd rather spend my time doing		von dem ich weiß, dass es sich später auszahlt.
something I know will pay off later.		
These students are playing the long		Xier Student denken permanent an die Zukunft,
game every hour, every minute,		jede Stunde, jede Minute,
every ounce of energy is being invested		jede Anstrengung ist auf einen
in some distant future payoff.		zukünftigen Gewinn ausgerichtet.
		Mit anderen Worten,
In other words, these students		xier Student sagen uns,
are telling us		
that happiness		dass Glück sich nicht
doesn't feel like a smart bet.		wie eine sinnvolle Investition anfühlt.
And I get it, I really do.		Und ich verstehe das, wirklich.
But with age comes perspective.		Aber mit dem Alter kommt auch eine andere Sichtweise.
Many of us in this room know		Viele von uns hier wissen, wie schnell
that life can change in an instant.		
		sich alles verändern kann.
I'm giving this talk from		Ich halte diesen Vortrag im Sitzen,
a chair because when I was 33,		weil ich mit 33 Jahren
I woke up paralyzed from the waist down.		eines Morgens aufwachte und ab der Taille
		abwärts gelähmt war.
A ruptured disc impinged		Eine gerissene Bandscheibe drückte
on my spinal cord,		auf mein Rückenmark,
and it took me years		und es dauerte Jahre,
to relearn how to walk.		bis ich wieder gehen lernen konnte.
Wait to see what mobility would return.		
		Jahre des Wartens, um zu sehen wie viel
		Beweglichkeit überhaupt zurückkehren würde.
Pull myself out of a deep depression		Ich musste mich aus einer tiefen Depression herauskämpfen,
and learn to live with the chronic		und lernen, mit chronischen Schmerzen zu leben,
pain that will never leave.		
		die niemals verschwinden werden.
When my students tell me		Wenn meine Student mir sagen, dass xier Freude
they're postponing joy for later,		auf später verschieben,
I feel a sense of urgency		
they can't yet understand.		verspüre ich eine Dringlichkeit,
A few months after the semester ended,		

	die hier noch nicht nachvollziehen können.
I pulled my positive psychology students to see if they kept up the habits.	
	Einige Monate nach Abschluss des Semesters,
Given their enthusiasm for the course.	befragte ich hier Studierendx aus meinem Positiven Psychologie Kurs,
I really thought that they would.	um herauszufinden, ob hier die Gewohnheiten
	weiterhin ausführen.
But most of them	Bei all der Begeisterung für den Kurs,
admitted that they did not.	war ich überzeugt, dass viele dabei geblieben wären.
	Aber die meisten gaben offen zu,
	dass hier nicht weiter machten.
Why didn't they keep up the habits?	Wieso haben hier die Gewohnheiten
	nicht beibehalten?
They treated it like any other class,	Weil hier den Kurs wie jedes andere, gewöhnliche
	Fach behandelten
forgetting about the habits	und somit die Gewohnheiten vergessen haben,
as soon as the semester was over.	sobald das Semester vorbei war.
	Ich wette, viele von hier,
I bet many of you can remember cramming for exams in college just	erinnern sich daran,
	für Prüfungen auf den letzten Drücker
	gelernt zu haben,
to forget the information	nur um den Stoff unmittelbar danach wieder zu vergessen.
as soon as it became irrelevant.	Ich persönlich natürlich habe das nie getan,
	aber ich vermute, einige von hier schon.
Yeah, I didn't do that,	Ich glaube nicht,
but I thought you guys did.	dass meinx Studentx denken,
	Glück sei unwichtig.
I don't think that	Vielmehr befürchten hier, dass die Priorisierung von Glück dazu
my students are telling me	führen könnte,
	hier Vorteil und Antrieb zu verlieren,
that they think happiness is irrelevant.	so wie hier ihn bisher kennen.
They think that prioritizing happiness	
will cause them to lose their edge,	Aber es würde durch etwas noch
	Größeres ersetzt werden.
and they will lose their edge	Und ich weiß, dass das stimmt.
as they currently know it.	
But it would be replaced	Ich habe inzwischen verschieden Versionen dieses Kurses
by something even greater.	für Schülerx der Mittel- und Oberstufe,
And here's how I know this is true.	
I have now taught some version	für Studierendx, Erwachsene mittleren Alters
of this class to middle schoolers,	und Pensionistx unterrichtet.
	In jedem Lebensabschnitt scheint es logisch zu sein,
high schoolers, college students,	
middle aged adults, and retirees.	Freude aufzuschieben und anzunehmen,
It's the right move is to postpone joy	dass sie kommen wird - nach dem Abschluss,
thinking that it will come	
	nach der Beförderung, nach dem Hauskauf.
once you get into grad school,	
land your dream job, buy a house.	
	Warum also meldet sich eine Gruppe
	wohlhabender Rentner der oberen Mittelschicht,
Then why does a room full	
of upper middle class retirees	
	für einen Kurs über Glück an,
	obwohl hier die meisten dieser erstrebenswerten Reichtümer erreicht
who have many of those riches still	haben?
sign up for a course on happiness.	Warum seid hier heute hier bei
	dieser Veranstaltung über das Glück?

Why are you here today for this event on Joy?	Weil wir in einem kaputten System leben, das falsche Prioritäten setzt.
Because we live in broken systems that put the cart before the horse.	Noten zählen mehr, als Wohlbefinden.
Education rewards test scores, not well-being.	Arbeit belohnt Leistung, nicht Gemeinschaft.
Work rewards output, not community.	Viele Familien loben Disziplin mehr als Lebensfreude.
Many families applaud discipline over delight.	Wir haben diese Strukturen aufgebaut und erhalten sie nach wie vor,
We have all built and continue to uphold these flawed systems in which we're always chasing success	indem wir ständig dem Erfolg hinterherjagen, das Ziel immer weiter nach hinten verschieben,
and then moving the goalposts back, incorrectly expecting happiness to follow.	und dennoch erwarten, dass das Glück uns von selbst folgt.
But here's the thing science shows us that happiness leads to success,	Das Ding ist, die Wissenschaft zeigt uns, dass Glück zum Erfolg führt,
not the other way around.	und nicht umgekehrt.
We know this because people who build joy are not just happier,	Wir wissen das, weil Menschen die Freude kultivieren, nicht nur glücklicher sind,
they're more resilient, more focused, more connected.	sondern auch belastbarer, fokussierter und sozial stärker gebunden.
They recover faster, they lead better, and they live longer.	Xier erholen sich schneller, führen besser und leben länger.
All things I want for my students.	All das wünsche ich meinx Schülerx.
All things we want for each other.	All das, was wir einander wünschen.
What I learned from my class is this we have the best shot at happiness	Was ich in meinem Kurs gelernt habe, ist, dass unsere beste Chance auf Glück dann besteht,
when we belong to systems that treat it as a basis, a precursor,	wenn wir zu Systemen gehören, die Freude als Grundlage verstehen - als Voraussetzung und Fundament für alles andere.
a foundation for everything else.	Und wisst ihr, wer diese Systeme erschafft?
And do you know who makes the systems?	Wir selbst. Wir gestalten die Systeme, die Familien, die Klassenzimmer, die Nachbarschaften, die Führungsebenen.
We do. We make the systems, the families, the classrooms, the neighborhoods, the boardrooms. We can make this change if you play a role in a child's life.	Wir können das ändern, indem jeder eine Rolle eines Kindes spielt.
You can ask them what they did to make themselves happy each day	Ihr könnt Kinder zuerst fragen, was xier heute Freude bereitet hat,
before you ask them to achieve.	bevor ihr nach Noten oder Erfolgen fragt.
	Nachbarx und Freundx,
	ihr könnt Verbindlichkeiten zum regelmäßigen

Neighbours and friends,		Kontakt vereinbaren.
you can set the expectation that you'll		Organisiert ein Nachbarschaftsfest.
socially connect on a regular basis.		Gründet einen Buchclub.
Start a block party. Start a book club.		Gemeinsam ehrenamtlich arbeiten.
Volunteer together.		Arbeitgeberx, belohnt Erholung und
Employers, you can reward your employees		ermutigt eure Mitarbeiterx ausdrücklich,
		xier Urlaub vollständig zu nutzen,
for using all their vacation		
time knowing		im Vertrauen darauf, dass daraus Leistung
		und Erfolg entstehen.
that success and productivity		
will follow their rest.		Die glücklichsten Länder sind nicht so,
Look, the happiest		weil die Bürgerx die richtigen
countries are not that way		Selbsthilfebücher lesen,
because their citizens		oder die richtigen Podcasts hören.
read the right self-help books		
		Sie sind unter anderem wegen genau der
or listen to the right podcasts.		Prinzipien so, die ich hier beschreibe.
They're that way in part because		Was wäre, wenn wir all unsere
of what I'm describing here.		gemeinsame Macht nutzen würden,
What if we all took		um so eine Gesellschaft zu schaffen,
whatever collective power we have		in der glücksfordernde Gewohnheiten zur Norm werden,
and made sure that we create systems		was es wiederum ermöglicht,
that embed happiness promoting norms,		
		wenn nicht sogar unvermeidlich macht,
which in turn makes it possible,		
if not probable or even inevitable,		dass Menschen in der Lage sind,
		glücksordernde Entscheidungen zu treffen
that people will then be able to make		und aufrechtzuerhalten.
and sustain happiness enhancing choices.		So geben wir Glück den Stellenwert,
		den es verdient.
That is how we grade happiness and give		
it the credit it deserves.		Vielen Dank.
Thank you.		

12. Human Translation HT 4 EN – RO (no access to CaptionHub)

Source text in EN	HT 4 RO
Complete this sentence.	Completați această propoziție.
Parents often say, more than anything	Părinții spun deseori: mai mult decât
else, I want my child to be,	orice, îmi doresc ca și copilul meu să fie,
Of course, happy.	bineînțeles, fericit.

That universally desirable state of being.	Acea stare dorită de toată lumea.
The ultimate goal. We all want it.	Țelul suprem. Toți o vrem.
Advice is everywhere	Găsim peste tot sfaturi
about how to achieve it.	cum să o obținem.
So how come happiness is the number one	De ce este fericirea principalul lucru
thing we want for each other,	pe care ni-l dorim unii pentru alții,
for ourselves?	pentru noi înșine?
And yet somehow, not	Și totuși dintr-un motiv oarecare, nu
the number one thing taught in schools.	principalul lucru predat în școli.
Think about what we grade today.	Gândiți-vă la ce evaluăm astăzi.
Productivity, performance,	Productivitate, performanță,
analytic skills.	competențe analitice.
But happiness? We leave that up to chance	Dar fericirea? O lăsăm la voia întâmplării.
Why do we leave happiness up to chance?	De ce lăsăm fericirea la voia întâmplării?
Because we live in a society	Pentru că trăim într-o societate
where we built	în care clădim
and maintain systems that emphasize	și menținem sisteme care pun accentul
accomplishments, achievements,	pe realizări, succese,
and possessions as means	și bunuri materiale ca mijloace
for attaining happiness.	pentru atingerea fericirii.
I'm going to take this opportunity today	Voi profita de această oportunitate astăzi
to tell you why	să vă spun de ce
that is completely backwards.	acest lucru este complet greșit.
And the good news is we	Și vestea bună este că
can flip the script,	putem inversa scenariul,
because science shows that there are	pentru că știința arată că există
specific habits that cause happiness,	obiceiuri specifice care produc fericire,
not just correlate with it, but create it.	nu doar sunt în corelație cu ea, dar o creează.
Happiness is a skill, and if	Fericirea este o competență, și dacă
something highly valued can be taught,	ceva extrem de prețuit poate fi predat,
	practicat și optimizat,
practiced and improved,	atunci de ce să nu fie cerut
then why shouldn't it be required	sau cel puțin oferit
	în structura noastră academică?
or at least offered	Ca profesoară la Vanderbilt,
in our academic structure?	
As a professor at Vanderbilt,	am luat decizia strategică
	să evaluez fericirea
I made the strategic decision	
to assess happiness	

in my positive psychology class.		în cursul meu de psihologie pozitivă.
And here's what I learned.		Și iată ce am aflat.
Even the brightest,		Nici cei mai deștepți și
most ambitious people won't make time		mai ambițioși oameni nu își fac timp
for their own happiness		pentru fericirea lor proprie
unless it's required.		decât dacă li se impune.
Here's my favorite finding about		Iată descoperirea mea preferată despre
happiness that I love to share,		fericire pe care ador să o împărtășesc,
which eventually		care schimbă în cele din urmă
change the way that I teach.		felul în care predau.
Half of it is genetic.		Jumătate din ea este genetică.
Your biological set point.		Punctul dvs. de reper biologic.
It's too late to do anything about that.		Este prea târziu să mai faceți ceva în legătură cu asta.
But scientists have shown that up to 40%		Dar oamenii de știință au arătat că până la 40%
is within your direct daily control.		se află în controlul dvs. direct zilnic.
How you spend your time,		Cum vă petreceți timpul,
what you focus on, what you practice.		pe ce vă concentrați, ce practicați.
As the science on happiness		Pentru că știința fericirii
evolves and becomes more nuanced,		evoluează și devine mai nuanțată,
those numbers change,		acele numere se schimbă,
but the most important premise		dar cea mai importantă premisă
remains you can boost your well-being		rămâne faptul că vă puteți îmbunătăți starea de bine
		prin comportament intențional, și
with intentional behavior, and you		
can maintain those increases over time.		puteți menține acele îmbunătățiri în timp.
As a cognitive psychologist by training,		Ca psihologă cognitivă prin formare,
I started teaching positive psychology		am început să predau psihologie pozitivă
with some heavy skepticism		cu un scepticism considerabil
of this research on happiness.		în legătură cu această cercetare privind fericirea.
But given how important it is to my		Dar având în vedere cât este de important pentru
students for the rest of their lives,		studentele și studenții mei pentru restul vieții lor,
I wanted to let them draw		am vrut să le permit să tragă
conclusions on their own.		concluzii pe cont propriu.
I couldn't have them		Nu am putut să
change their genetics,		le schimb genetica,
but what I could do was assign intentional		dar ce am putut face, a fost să le dau ca temă
behaviors to see what would happen		comportamente intenționale să văd ce se întâmplă

to their happiness.	cu fericirea lor.
	Cursul a fost construit în jurul obiceiurilor
The course was built around empirically	validate empiric inspirate de munca
validated habits inspired by the work	
	doamnei doctor Sonja Lyubomirsky.
of Doctor Sonja Lyubomirsky.	
	De exemplu scrierea unei scrisori de iertare,
Things like writing but not	dar fără a o trimite.
delivering a letter of forgiveness.	
	Aceasta se încadrează
	la redefinirea
	și practicarea iertării
This falls under	ca un act exclusiv pentru dvs. însevă sau înșivă.
the umbrella of redefining	
	Însă pentru că încercăm să fim fericite, respectiv fericiti aici,
and practicing forgiveness	livrarea scrisorii nu se face.
as an act entirely for yourself.	
	Identificarea unui
	gând nerecunoscător în fiecare zi
	și substituirea lui cu unul recunoscător.
But because we're trying to be happy here,	Simțind admirație și uimire
delivering this letter is a no no.	în natură ca un mod de a culege beneficiile
	religiei și spiritualității
Identifying one	pentru toți oamenii, religioși sau nu.
ungrateful thought each day	Sărbătorind realizările prietenelor și prietenilor
	ca o investiție importantă
and substituting it with a grateful one.	
	în relațiile sociale.
	Faceți zgomot dacă sunteți
Experiencing awe and wonder	aici să vă sprijiniți o prietenă sau un prieten
in nature as a way of reaping the benefits	
	sau o persoană dragă azi?
of religion and spirituality	Uau.
for everyone, religious or not.	
	Ei bine, primiți nota 10.
Celebrating friends accomplishments	Nu știu de ce sunteți aici.
as an important investment	Deja ați înțeles,
in social relationships.	pentru că se pare că ne pricepem
Would you make some noise if you're	foarte bine la a ne uni în caz de criză,
here to support a friend	dar nu ne pricepem să ne bucurăm
	sincer pentru realizările altora.
or loved one today?	
	Cu excepția dvs, evident.
Wow.	Dacă nu ați aplaudat, este stânjenitor.
Well, you get a gold star.	Sau în sfârșit bucurându-vă pe îndelete
	de cafeaua de dimineață,
I don't know why you're here.	încetinind pentru a savura aproape orice lucru
You already have it figured out,	pe care îl faceți în grabă în timpul zilei.
	În fiecare săptămână în cursul meu,
because it turns out that we're	studentelor și studenților li s-a dat ca temă de casă un obicei
really good at coming together in a crisis	specific.
but we're pretty bad at being genuinely	
happy for one another's accomplishments.	
Except for you guys, obviously.	
If you didn't clap, that's embarrassing.	
Or finally lingering over	
your morning cup of coffee,	
slowing down to savor almost anything	
that you rush through during the day.	
Each week in my class,	

students were assigned a specific habit.	Ei, respectiv ele au trebuit să prezinte o dovadă
They had to submit evidence	a exercițiului lor, ca o poză,
of their practice like a photo,	să facă un rezumat al științei din spatele obiceiului.
summarize the science behind the habit.	
	Au trebuit să îmi dovedească
They needed to prove	faptul că știu
to me they knew	
	că nu le-am dat ca temă de casă doar
that I had not just assigned them	niște prostii mistice,
some woo woo bullshit,	
	și apoi să reflecteze în mod onest
and then reflect honestly	dacă i-a ajutat sau nu.
on whether or not it helped.	
	Și le-am spus că
And I told them	nu sunt implicată în asta.
I have no skin in this game.	
	Nu am inventat eu aceste obiceiuri.
I did not invent these habits.	Nu mă veți răni dacă le urăți.
You will not offend me if you hate them.	Doar spuneți-mi adevărul.
Just tell me the truth.	Deci da, bucuria este tema de casă pe care o dau.
So yes, I assign joy.	O fac obligatorie.
	Și ce este culmea este că funcționează,
I make it mandatory.	
And what's wild is it works,	dar nu în felul în care m-am așteptat.
but not in the way I expected.	Se fac obiceiurile, se reflectează.
They do the habits they reflect.	O studentă a scris despre
	petrecerea de timp cu familia ei
One student wrote about	
spending time with her family	pentru a exersa conexiunea socială.
to practice social connection.	Conexiunea cu familia mea
	m-a făcut într-adevăr să mă simt mai bine.
Connecting with my family	
did make me feel better.	Fericirea a crescut.
Count happiness as boosted.	Altcineva a vorbit
	despre practicarea iertării.
Another student said	
about practicing forgiveness.	Sunt puțin surprinsă,
	dar am găsit această activitate folositoare.
I'm a bit surprised,	
but I found this activity to be helpful.	Multă încredere în temele mele.
A lot of faith in my assignments.	Capacitatea de a ierta s-a simțit foarte liniștitoare.
Being able to forgive felt really calming.	Aud deseori că este cursul preferat
	al studenților și studenților de la Vanderbilt,
I often hear that it's students	
favorite class at Vanderbilt,	ceea ce îmi aduce invitații
	să vorbesc altor grupuri în campus.
which gets me invited	Dar este de ajuns un curs preferat
to speak to other groups on campus.	să facem schimbări de durată
But is a favorite class enough	

to make lasting changes	într-o societate bazată pe realizări?
	Într-o seară predam ca profesoară invitată unui alt
in an achievement based society?	grup în campus
One night I was guest lecturing to another	
group on campus	despre știința fericirii,
about the science of happiness,	și am întrebat dacă este probabil
	să încerce obiceiurile pe cont propriu.
and I asked them if they were likely	O persoană din grupul de studente și studenți a spus:
to try out the habits on their own.	
	Nu am sa-mi fac timp
One student said,	în ziua mea pentru fericire
I'm not going to make time	pentru că bucuria pe care o aduce este efemeră.
in my day for happiness	
	O altă persoană din grupul de studente și studenți a spus că
because the joy it brings is fleeting.	fericirea nu contează într-un CV.
Another student said	Prefer să-mi petrec timpul facând
happiness doesn't count on a resume.	ceva ce știu că va da roade mai târziu.
I'd rather spend my time doing	Aceste studente și acești studenți gândesc pe termen lung
something I know will pay off later.	fiecare oră, fiecare minut,
These students are playing the long	fiecare strop de energie este investit
game every hour, every minute,	într-un rod dintr-un viitor îndepărtat.
every ounce of energy is being invested	Altfel spus, aceste studente și acești studenți
in some distant future payoff.	ne spun
In other words, these students	că fericirea
are telling us	nu pare a fi o alegere înțeleaptă.
that happiness	Și înțeleg, chiar înțeleg.
doesn't feel like a smart bet.	
	Dar odată cu vârsta vine perspectiva.
And I get it, I really do.	
	Mulți dintre noi din această încăpere știm
But with age comes perspective.	că viața se poate schimba într-o clipă.
Many of us in this room know	Țin această prelegere dintr-un
that life can change in an instant.	scaun pentru că la vârsta de 33 de ani,
I'm giving this talk from	m-am trezit paralizată de la brâu în jos.
a chair because when I was 33,	
	Un disc herniat a exercitat presiune
I woke up paralyzed from the waist down.	
	pe măduva spinării,
A ruptured disc impinged	și mi-a luat ani
on my spinal cord,	să reînvăț să merg.
and it took me years	Să aștept să văd ce funcționalitate va reveni.
to relearn how to walk.	
	Să ies dintr-o depresie adâncă
Wait to see what mobility would return.	și să învăț să trăiesc cu durere
Pull myself out of a deep depression	cronică de care nu voi scăpa niciodată.
and learn to live with the chronic	Când studentele și studenții îmi spun
pain that will never leave.	că amână bucuria pentru mai târziu,
When my students tell me	

they're postponing joy for later,		
I feel a sense of urgency		am un sentiment de urgență
they can't yet understand.		pe care ele și ei nu îl pot înțelege încă.
A few months after the semester ended,		La câteva luni după ce s-a terminat semestrul,
I pulled my positive psychology students		mi-am întrebat studentele și studenții de psihologie pozitivă
to see if they kept up the habits.		dacă și-au menținut obiceiurile.
Given their enthusiasm for the course.		Având în vedere entuziasmul lor pentru curs.
I really thought that they would.		Eu am crezut că da.
But most of them		Dar majoritatea
admitted that they did not.		au recunoscut că nu.
Why didn't they keep up the habits?		De ce nu și-au menținut obiceiurile?
They treated it like any other class,		L-au tratat ca pe orice alt curs,
forgetting about the habits		uitând de obiceiuri
as soon as the semester was over.		imediat ce semestrul s-a încheiat.
I bet many of you can remember cramming		Pun pariu că mulți dintre voi vă amintiți cum ați învățat
for exams in college just		pe brânci pentru examene la facultate doar
		ca să uitați informațiile
to forget the information		imediat ce au devenit irelevante.
as soon as it became irrelevant.		
		Da, eu nu am făcut asta,
		dar m-am gândit că voi da.
Yeah, I didn't do that,		Nu cred că
but I thought you guys did.		studentele și studenții mei îmi spun
I don't think that		
my students are telling me		
that they think happiness is irrelevant.		că sunt de părere că fericirea este irelevantă.
They think that prioritizing happiness		Sunt de părere că prioritizând fericirea
will cause them to lose their edge,		își pierd avantajul,
		și își vor pierde avantajul
and they will lose their edge		așa cum îl cunosc în prezent.
as they currently know it.		
		Dar va fi înlocuit
But it would be replaced		cu ceva chiar mai semnificativ.
by something even greater.		
And here's how I know this is true.		Și iată cum știu că acesta este adevărul.
		Am predat o versiune
I have now taught some version		a acestui curs în gimnazii,
of this class to middle schoolers,		
		în licee, facultăți,
high schoolers, college students,		adulților de vârstă mijlocie și celor ieșiți la pensie.
middle aged adults, and retirees.		
		Dacă mișcarea înțeleaptă este să amâni bucuria
It's the right move is to postpone joy		gândindu-te că va veni
thinking that it will come		
		odată ce intri la un studiu postuniversitar,
once you get into grad school,		obții jobul visat, cumperi o casă,
land your dream job, buy a house.		

		atunci de ce o încăpere plină
Then why does a room full		cu oameni ieșiți la pensie din clasa de mijloc superioară
of upper middle class retirees		care au multe bogății
who have many of those riches still		se înscriu totuși la un curs de fericire.
sign up for a course on happiness.		
		De ce sunteți aici azi
Why are you here today		la acest eveniment despre Bucurie?
for this event on Joy?		
		Pentru că trăim în sisteme defecte
		care pun căruța în fața calului.
Because we live in broken systems		
that put the cart before the horse.		Educația recompensează notele la teste,
		nu starea de bine.
Education rewards test scores,		
not well-being.		Munca recompensează rezultatele, nu spiritul de comunitate.
Work rewards output, not community.		
		Multe familii aplaudă
Many families applaud		disciplina mai degrabă decât plăcerea.
discipline over delight.		
		Toate și toți am construit și continuăm
		să menținem aceste sisteme defecte
We have all built and continue		
to uphold these flawed systems		în care vânam mereu succesul
in which we're always chasing success		
		și apoi ridicăm ștacheta,
and then moving the goalposts back,		așteptând în mod eronat ca fericirea să urmeze.
incorrectly expecting happiness to follow.		
		Dar știința ne arată
But here's the thing science shows		că fericirea duce la succes,
us that happiness leads to success,		
		nu invers.
not the other way around.		
		Știm asta pentru că oamenii
We know this because people		care construiesc bucurie nu sunt doar mai fericiți,
who build joy are not just happier,		
		ci sunt mai rezilienți,
they're more resilient,		mai concentrați, mai conectați.
more focused, more connected.		
		Se recuperează mai repede,
They recover faster,		conduc mai eficient și trăiesc mai mult.
they lead better, and they live longer.		
		Toate lucrurile pe care le doresc pentru studentele și studenții
All things I want for my students.		mei.
All things we want for each other.		Toate lucrurile pe care ni le dorim reciproc.
What I learned from my class is this		Ce am învățat din cursul meu este că
we have the best shot at happiness		avem cea mai mare șansă la fericire
when we belong to systems that treat it		când aparținem unor sisteme care o tratează
as a basis, a precursor,		ca o bază, un precursor,
		o temelie pentru tot restul.
a foundation for everything else.		Și știți cine face aceste sisteme?
		Noi. Noi facem aceste sisteme, familiile,
And do you know who makes the systems?		clasele de eleve și elevi, vecinătățile,
We do. We make the systems, the families,		sălile de consiliu. Noi putem face această schimbare.
the classrooms, the neighborhoods,		Dacă jucați un rol în viața unui copil,
		puteți să-l întrebați ce a făcut
the boardrooms. We can make this change		
if you play a role in a child's life.		

You can ask them what they did to make themselves happy each day before you ask them to achieve. Neighbours and friends, you can set the expectation that you'll socially connect on a regular basis.	să fie fericit, respectiv fericită în fiecare zi înainte de a-i cere să atingă țeluri. Vecine, vecini, prietene, prieteni, puteți să stabiliți că vă veți conecta social în mod regulat.
Start a block party. Start a book club.	Organizați o petrecere de bloc. Înfiițați un club de lectură.
Volunteer together.	Faceți voluntariat împreună.
Employers, you can reward your employees for using all their vacation time knowing that success and productivity will follow their rest.	Angajatoare, angajatori, puteți să vă răsplățiți angajatele și angajații că își folosesc toată vacanța știind că succesul și productivitatea urmează după odihnă.
Look, the happiest countries are not that way because their citizens read the right self-help books or listen to the right podcasts.	Cele mai fericite țări nu sunt așa pentru că cetățenele și cetățenii citesc cărțile potrivite de dezvoltare personală sau ascultă podcasturile potrivite.
They're that way in part because of what I'm describing here.	Ele sunt fericite pe de o parte datorită a ceea ce descriu aici.
What if we all took whatever collective power we have and made sure that we create systems that embed happiness promoting norms, which in turn makes it possible, if not probable or even inevitable, that people will then be able to make and sustain happiness enhancing choices.	Ce-ar fi să luăm puterea colectivă pe care o avem și să avem grijă să creăm sisteme care integrează norme care promovează fericirea, care ca urmare o face posibilă, dacă nu probabilă sau chiar inevitabilă, că oamenii sunt atunci capabili să facă și să susțină alegeri care sporesc fericirea.
That is how we grade happiness and give it the credit it deserves.	Așa măsurăm fericirea și îi acordăm recunoașterea pe care o merită.
Thank you.	Mulțumesc.