**Afskrift**

8. maj 2025, 05.02PM

**Martin Simon Kimø Larsen** startede transskriptionen

**Martin Simon Kimø Larsen** 0:03  
And everything is anonymized, so your name won't put pop up anywhere.

**Participant 11** 0:08  
OK.

**Martin Simon Kimø Larsen** 0:09  
Great. What we're going to do today is I just had a look at your notes.  
And some some good stuff in there. And then we have a little guide interview guide, which we're going to run through.  
And it's kind of going to just guide our discussion today about the different aspects that we have kind of tested with you. And then do you have seen on sequel?  
Through the sessions, the first part is kind of just to get your demographics in for this study a little bit about your background, if there's any of these things that you don't want to say, then that's totally OK. But yeah, let's just jump into it.

**Participant 11** 0:41  
Yeah.

**Martin Simon Kimø Larsen** 0:59  
Your age.

**Participant 11** 1:00  
43.

**Martin Simon Kimø Larsen** 1:01  
Street. Yeah. Occupation.

**Participant 11** 1:04  
Literacy coach.

**Martin Simon Kimø Larsen** 1:07  
Literally OK, literacy in real. See Coach, can I ask what that is? Is that something through with like pronounced?

**Participant 11** 1:19  
Education. So I work at Copenhagen International School and I am coaching the teachers on the best way to teach students how to read. So I'm like in their classrooms with them showing them modelling. Yeah, making sure that kids can read in whatever language they're learning. So.

**Martin Simon Kimø Larsen** 1:24  
OK.  
Awesome. Great. That's very interesting. Just to get expanded on in terms of like.  
You're obviously then a bit of an expert in this field.  
I dare to say so. Interesting to have that on record in terms of your experience with with these different things gender.

**Participant 11** 2:05  
Female.

**Martin Simon Kimø Larsen** 2:07  
Yep, your native language.

**Participant 11** 2:09  
English.

**Martin Simon Kimø Larsen** 2:12  
And how many language have you studied, including English?  
4.

**Participant 11** 2:18  
Yeah.

**Martin Simon Kimø Larsen** 2:19  
And you're currently language is Danish and so can you put some words on why you're learning Danish?

**Participant 11** 2:27  
Yeah. Well, obviously living in Copenhagen, so I think.  
It's important to be able to understand the world around you, like when you go to the grocery store and you know, just in life, understand the news, all kinds of things. But also I am involved in a church here that is.  
A Danish speaking church and there are some individuals in the church who are older, like in their 70s and 80s.  
Who do not speak English at all, and so it was really important for me to, like be able to connect and and to talk with them, even if it's broken in Danish right now.

**Martin Simon Kimø Larsen** 3:15  
That's awesome. It's a very, very hard language. So. So there's there's no lower bound in Danish, like there isn't in French.

**Participant 11** 3:18  
Yeah.  
Yeah.

**Martin Simon Kimø Larsen** 3:24  
Well, at least in my mind.  
You might experience something else, but that's all. Thanks. Great. Then jumping a bit into your learning language journey so far and your goals.  
With learning at your language during goals, as of now, First off.  
Your can you put some words on like your what has been your language journey learning journey from you started up till now.

**Participant 11** 3:52  
Yeah, sure.  
So I got the job or I accepted the job in Copenhagen a little over a year ago, on the day that I signed my contract, I started.  
Duolingo and then let's see. So I've been actually physically in Copenhagen for about nine months now and.  
I started in September.  
With studio skullen. So I've done the.  
The level three I've done module one and module 2 and then I'm like OK, I need a little break, but then I started to panic. And so I'm actually going to start that. I was losing everything. So I'm actually going to start Module 3 next week and then when I saw your study, I was like, oh, that sounds really interesting. And that would be a good way for me to kind of keep up with my Danish in the, like, break between.

**Martin Simon Kimø Larsen** 4:45  
Nice.

**Participant 11** 4:54  
April and May so.

**Martin Simon Kimø Larsen** 4:56  
Yeah.  
That's exactly kind of what we're kind of the space we're going into is kind of like an online tool on the side. It's not meant to replace like formal structural learning of a language and and and fundamentals, but kind of more like into the space of maintaining and like keep on poking to your mind and and and exercising, right.  
Then great. Have you tried any online tools?

**Participant 11** 5:24  
Yeah.  
Umm, other than the ones in the study? No.

**Martin Simon Kimø Larsen** 5:32  
OK. Yeah.  
And then what about not necessarily like a tool tool, but in terms of like videos. Have you tried to watch some videos in Danish on, like YouTube, Netflix? DRC VI know there's some in the language course as well.

**Participant 11** 5:51  
Yeah, so I've done.  
Anything that I watch in like on Netflix or DRI, turn on the Danish subtitles, even if it's an English show. So I and I've watched a little bit of the news, the local news in Danish from Dr.  
But it's more just like I haven't done as many.  
Danish shows.  
But having those Danish subtitles on.

**Martin Simon Kimø Larsen** 6:24  
MMM.

**Participant 11** 6:25  
And that's been helpful because especially when I am watching like a familiar television show or a familiar movie, I can, I already know the plot. So it's like I I'm able to read and focus on the Danish subtitles instead of focusing on what's happening in the video. 'cause I already have kind of understand the story.  
Yeah. And then.  
And not videos, but I also being in an elementary school. I've gone to the our local, the commune library and looked at like Danish children's books. And that's like, OK, I can do that level of simple Danish.

**Martin Simon Kimø Larsen** 7:11  
Yeah, that's it's a very good starting point. It's because it's kind of a lower level and maybe have some familiar familiarity with the with the story already, right. So yeah, that sounds good. Great. So and what would you say your current learning goals are with Danish?

**Participant 11** 7:23  
Yeah.  
I think the biggest one for me is, well, two really expanding my vocabulary and then also practising speaking. I feel like the reading and the writing is strangely coming much easier because that's usually in a language what develops later. But because Danish has, what is it like?  
Something like 19 or 20 vowel sounds by itself and words sound very similar.  
The speaking and listening part has actually been.  
More challenging for me in Danish.  
Than in other languages. So then my so it's obviously English and then Spanish and French and now Danish.  
So.  
You know it, those are especially Spanish is such a transparent language. There's that one to one correspondence between the sound and the spelling.  
Of that and the letter that spells that sound.  
Versus, you know, Danish is you can have one letter, but it can spell 5 different sounds.

**Martin Simon Kimø Larsen** 8:41  
Yeah, it makes sense. Makes sense. So your calls with Danish and I hear you see. Yeah, like.

**Participant 11** 8:43  
Yeah.  
Yeah.

**Martin Simon Kimø Larsen** 8:49  
Talking or like speaking and you also want to go back and finish the module.

**Participant 11** 8:51  
Yep, yeah. Yep. Finish the modules expanding my vocabulary.  
Yeah. And and just being able to like communicate and know what's going on, like with people around me.

**Martin Simon Kimø Larsen** 9:09  
Yeah, makes sense. Great. And how often would you say you exercise as of now in a typical week finish?

**Participant 11** 9:18  
So daily. So I'm still in addition to studio Skullen, I'm still doing Duolingo, so that's a daily. You know, you gotta keep that streak, man, otherwise the owl gets upset at you. So and then.

**Martin Simon Kimø Larsen** 9:32  
2nd.

**Participant 11** 9:35  
Using these materials I tried to also watch a video or read an article, kind of like every day beyond like keeping notes on the study just to yeah.

**Martin Simon Kimø Larsen** 9:43  
Study. Yeah. Awesome. Great.  
Excite. All right, so Next up, Mukuniti, jump into the platform first section. We're going to talk a little bit about the personalization experience. So this is mainly kind of whether you felt the content for matching both like your level and also your interests. So if we start with the language level, how was your experience for videos?  
In terms of how they matched with your level.

**Participant 11** 10:18  
I would say it was a little bit tricky to find a video that matched the language like I thought. Oh, I was like, OK, if I choose a familiar topic, I'll be OK. No, but that's OK. I mean that's I'm I have to, you know, remember like, I've only been doing this officially for like 8-9 months and and that's OK and I wanted to challenge myself.  
You know, I I tried to find what videos where I was like.  
Not translating any words and I couldn't do that, but it was. I mean that was the whole purpose, right of is to use the platform and and to try to find videos that where you are translating some of the words. So some videos I probably only needed like 20 to 25 words translated and then I also kind of challenged myself and then there were some where I was like all right it was more like 60 or 65 words that I was translating.

**Martin Simon Kimø Larsen** 11:16  
Hmm, OK, awesome. And in terms of your your interests, did you feel that they were relevant to the ones you found or did you have a hard time finding something that was brilliant?

**Participant 11** 11:28  
No, there were lots of great videos on relevant topics to choose from.  
I learned, you know, about a little bit about like.  
The way that the Danish healthcare system works and taking care of children who are, you know, needing extra support.  
I learned some interesting things about like Danish real estate and you know, so it very relevant. Yeah. The culture one. Yeah.

**Martin Simon Kimø Larsen** 11:54  
All over.  
Awesome. Do you remember if you picked any like categories when you created your account? There's like you have, you can pick different interests.

**Participant 11** 12:08  
Yeah. So I chose culture and art.  
Cooking for sure. And then was there one? I don't know if this is exactly the word, but like.  
Lifestyle kind of interest like.  
Helping out in here. Let me yeah.

**Martin Simon Kimø Larsen** 12:30  
Yeah. Let me find them. I can. I have them right here.  
Health and society. Yeah, yeah, that one.

**Participant 11** 12:35  
Society. Yep. Yep. And culture and art. And then the travel and tourism 1. Yep.

**Martin Simon Kimø Larsen** 12:41  
Awesome. Great. What has been your has have you put any thought into the match between the ones you picked and and those ones?

**Participant 11** 12:52  
Yeah, I would say that they were pretty much in the categories that I selected and I think I did that also thinking with the mindset of.  
If I am interested in the topic and know some things about the topic, it will be easier and I may persist a little bit longer even if it gets challenging versus reading something that I wasn't interested in.  
Although I did read an an article about the the Danish handball which was not in one of my categories that I was selected but it was still a good article, you know so.

**Martin Simon Kimø Larsen** 13:23  
Interesting collection.  
Hmm, yeah, it's a. It's a funny one, 'cause. There is. It's. That's also why they're quite broad.  
We didn't do these. They were already made for articles. We just kind of copied them for for videos. But I mean in if you see the most modern recommendation and most advanced recommendation out there, which is TikTok, the platform on that one, you just go on and you just start. And if there's no picking kind of and it just learns based on so many small metrics, what you're interested in and what you're what you're not and and it's.

**Participant 11** 13:48  
Yeah.  
Yeah.

**Martin Simon Kimø Larsen** 14:07  
And because you, because there's always going to be topics that you didn't know you were interested in, but you actually find right in a kind of interesting. And then there's also the topics that you already know that is interested in. So that's also interesting for this kind of because obviously we well for the product, we couldn't make a recommendation engine the same quality as Tiktok, but we kind of had to simulate something and to to have a talk about, you know.  
So do do you need something that's that advanced, or do people actually like, do you already know what you want to see, or are you like as here also excited and and positively?  
And have a positive experience about seeing something other than than what you put in, right? Yeah. Awesome. So.

**Participant 11** 14:58  
Yeah.

**Martin Simon Kimø Larsen** 15:03  
What's your thoughts on like the the categories that we looked at here?

**Participant 11** 15:09  
Yeah. I think for me it was helpful to have the categories. I think I would have been overwhelmed just kind of going in and choosing videos and articles that weren't organised in any way.  
So I think they were helpful for me to kind of think about.  
And help directed me towards articles that number one, I could learn like the Danish and #2I.  
We would be able to use kind of in my broader context of my job, or, you know, living here in Copenhagen.  
Different things. So there was, you know, a good video about different places to visit in Denmark. So I was like, writing down, you know, like, OK.  
Where can I go?

**Martin Simon Kimø Larsen** 16:05  
That's that's very interesting. Awesome. Great then.  
Do you feel like it was different for you?  
The topics that you were interested in when you're to read an article versus when you were to watch a video.

**Participant 11** 16:24  
No, for me it was. It was very similar, yeah.

**Martin Simon Kimø Larsen** 16:28  
Yeah.  
Well, there's also the question about what, like kind of consent categories you would be interested in?  
This is more kind of specific. Is there any specifics that you're like looking for? Or maybe would have want that weren't kind of covered in the broad ones?

**Participant 11** 16:54  
Not any specific categories, but I think it would have been just interesting to me more about like.  
Education and like you know how things look in the Danish education system. But I think that's bias in my, you know, profession so.

**Martin Simon Kimø Larsen** 17:15  
Yeah. No, but it makes sense. It's something. And then it also leads me to did you search, did you try to use the search function and search for something like that education or?

**Participant 11** 17:26  
I did, but I think maybe I it didn't have.  
Like I think I had like very general terms like you know, OK, I was like, I know the Danish word for child. So like, let me put in like burn and skull and, you know, and A and a couple things came up. But I think if I had had more specific vocabulary, I also didn't try to search in English. So maybe that would have.

**Martin Simon Kimø Larsen** 17:43  
Yeah.

**Participant 11** 17:56  
Led to some different things.

**Martin Simon Kimø Larsen** 17:58  
You you can. You can. You can search for the English words of it and it will sometime translate. But it depends on some different things. So it's it's it's best to search in the language, then you're you're learning. But sometimes you can also do that and then. And that's an interesting point. What you're saying there.

**Participant 11** 18:12  
Yeah.

**Martin Simon Kimø Larsen** 18:20  
Great. In terms of the length of the video, did you put any thoughts into that, whether it was too long, too short or?

**Participant 11** 18:30  
I think for me the if it it really depended on my purpose so.  
The like I think I put this in my participant notebook as well that I watched each video like a couple of times. The first time I was just trying to get like the overall.  
Understanding of the video and so the length of the video.  
Was just right for that, like trying to get an overview and understanding of the topic and what was going on. But then when I was like replaying the video and like when you click on a word and then it stops the video to to translate it, that then became sometimes quite long 'cause if the video was 10 minutes and I was stopping every.  
You know 5th or 6th word then it.  
Like a 20 minute video or something. Not the video itself, but yeah.

**Martin Simon Kimø Larsen** 19:32  
Yeah, that makes sense. That makes sense. Great.  
Great. Moving on then, little more of a deep dive into the video player. So once you've found a video, clicked it, then it opens up in like the what we call the Seagull video player.  
First off, can you try and take me through like your way of interacting with the video player like you said already that you did, you were played it. You may have played it multiple times. I know you. We kind of forced you to click words, but did you kind of interact with any other of the elements in there?

**Participant 11** 20:09  
No, it was more like just the video player, like the play, but I thought it was very easy to use.  
I like that it was simple and I like that there was not.  
Any distractions so that I really could focus on the Danish. It was like, you know, when you're on YouTube or at things like, there's the list down the side or there's other, you know, things and then you can like, just get down this rabbit hole of other things instead of the video. So I liked that. It was just the distractions were reduced, and it was just the video.  
And there we were.

**Martin Simon Kimø Larsen** 20:52  
Right. Yeah. So where about the aesthetics there as well? Awesome. Did you find it somewhat easy or was it a little bit hard to use at first?

**Participant 11** 21:02  
A minute to figure out how to like get the word to translate, and maybe it's, I don't know. Maybe you had directions and I just didn't read them.  
That's probably typical of teachers, but you know, OK, you're playing and then you think, alright, where am I going? But once I figured out, oh, you click on the word in the IT was like, oh, OK, this was good.  
Yeah.

**Martin Simon Kimø Larsen** 21:27  
Some great did you? How did you feel about like the video passing when you translated the work? Think you wrote something in your notebook as well?

**Participant 11** 21:38  
In one way it was nice because I could process the word and the video didn't keep playing right, so now you've missed something else. But in other ways it was. It did make it a little bit slower.  
And it was a little bit.  
And I again I think because of where my level is in Danish, I I don't think this is a, you know, with the programme, but I think.  
Then I would OK, so I would pause it and then I would have to like rewind it like 10 seconds or so to, like, hear the word in context again to make sure, like, oh, OK, Now that's what that means. Did you understand? And then keep going.  
So for videos where?  
It was like more easy to understand, I think.  
I like. It was great pausing the video, but videos where I had to click on a lot of words.  
It was a little bit frustrating to pause all that time.

**Martin Simon Kimø Larsen** 22:50  
That makes sense.  
We're looking into.  
Kind of making a toggle button at the top so you can kind of flick it on and off whether.  
Whether it passes right.

**Participant 11** 23:04  
Yeah.

**Martin Simon Kimø Larsen** 23:06  
Great. Did you like that you could translate words because we've kind of forced you to do it. But do you think it would be something that you would use? Is it kind of a feature that you actually learn from?

**Participant 11** 23:20  
Yes, I for me, I think it is.  
Especially because like if I'm watching something currently like on D air or something like that, that is in Danish like the news, I will often like sit there with my Google Translate and try to come up with the word. So I think it was nice that the captions were on and you could then click on the word because then you're seeing it, you're hearing it.  
And you have the translation instead of trying to guess like. OK, well, how do you spell this or you know.

**Martin Simon Kimø Larsen** 23:58  
Yeah, that makes sense. Did you did you try to watch any of the videos on seagull on your phone?

**Participant 11** 24:05  
I did not. I just used my laptop browser.

**Martin Simon Kimø Larsen** 24:08  
Yeah. Do you think that would ever be like A use case for you?

**Participant 11** 24:15  
Yeah, maybe on the phone as I get more comfortable.  
With Danish.  
But I think right now.  
It's helpful.  
For me to have it on.  
The screen on my laptop because.  
That way I could have like different tabs open.  
And so like for example, I could have the participant notebook tab and the video tab open and go back and forth and easily jot down notes. So I liked that I could toggle between things rather than trying to navigate on my phone and close the app open that you know.

**Martin Simon Kimø Larsen** 25:00  
Hmm yeah.  
That makes sense. What about the full screen mode? Did you manage to find that and try it out?

**Participant 11** 25:08  
Yes, I did use that.  
And it was, I mean, that's how I watch all videos so.

**Martin Simon Kimø Larsen** 25:15  
OK, OK.

**Participant 11** 25:15  
It's, you know, helpful.

**Martin Simon Kimø Larsen** 25:17  
Yeah. So, how come you preferred that?

**Participant 11** 25:19  
Just 'cause. It's laughter, yeah.

**Martin Simon Kimø Larsen** 25:22  
Just sorry, what is it?

**Participant 11** 25:24  
Oh, I said. It's larger. So that, yeah, you can, like, see the video. I didn't. If it had just been a video, I think I would have been OK. But because of the captioning and the clicking, it was helpful. Then it was a good sized font and easy to read and everything.

**Martin Simon Kimø Larsen** 25:27  
Yeah.  
Makes sudden sense.  
We've talked a little bit about this as well, but still I want to ask you again like how do you in general experience interacting with the captions like the flow of you know watching the video at the same time as kind of clicking some captions and all that?

**Participant 11** 26:02  
Yeah, so I think.  
Overall.  
It was good on the second or third time that I watched the video.  
The first time I was, it was a little overwhelming to, like, be listening and reading the captions because it I felt like the video.  
Moved.  
As you would expect it to right at a faster pace than what I could read.  
Like on the screen. So if I watched the video the first time.  
It was like, OK, I'm just watching. I'm just listening. And then the second time it was OK, now I'm going to try and read the captions as I'm going along. And that was easier to do.  
But that's just, you know, even when I watch things with subtitles in English, that's kind of what I'm doing.  
So.

**Martin Simon Kimø Larsen** 27:07  
That makes that it's a good way of like, reinforcing the learning and all that.

**Participant 11** 27:13  
Yeah.

**Martin Simon Kimø Larsen** 27:13  
Great. Did you try to change the speed of the video?

**Participant 11** 27:17  
I did not. Maybe if I had tried to slow it down, that would have been helpful, but yeah.

**Martin Simon Kimø Larsen** 27:22  
That is a good tool to kind of. It's a way of changing the difficulty. You could say as well.  
It's it's integrated in the YouTube player, so it's like in the.  
In the little wheel, when you go to a video and.

**Participant 11** 27:36  
Yeah.

**Martin Simon Kimø Larsen** 27:39  
Yeah.

**Participant 11** 27:41  
Oh yeah, that's true.

**Martin Simon Kimø Larsen** 27:41  
Play speed and then you can.  
Make a custom one for that. Great.

**Participant 11** 27:46  
Yeah, I might have to try that next, but yeah, that would have been a good idea.

**Martin Simon Kimø Larsen** 27:50  
Yeah.  
That great? Rewatching your video, you're dead. We talked about that.  
Did you like that? You could exercise like the words that you translated in the videos afterwards.

**Participant 11** 28:01  
Yes, very much. I really liked that.  
Not only did you have the matching and the like.  
What I would call in isolation, where you're just seeing the word and trying to think about what it means, but then also the exercises have where it took at least the videos that I watched. It took the sentence directly from the video or the article, and so it was like putting it back into context so that you could get a larger understanding. So that was very helpful for me.

**Martin Simon Kimø Larsen** 28:37  
Some great moving on the next is a bit about like the overall quality of the video caption and audio in general. How did you like find the like quality of the videos and the the captions audio?

**Participant 11** 28:53  
Yeah, I mean I I think they were videos and you know because you guys are taking them from YouTube and other sites like it was.  
Easy to see the videos and watch the video. Yeah, there was good quality.  
Yeah. So that was nice.

**Martin Simon Kimø Larsen** 29:09  
Captions as well. No issues with like the grammar or missing.  
Lines.

**Participant 11** 29:16  
Not that I noticed, but that doesn't mean that it wasn't there. Just maybe I'm not at that level of knowing that.

**Martin Simon Kimø Larsen** 29:25  
Yeah, but nothing came up. That's that's fine.

**Participant 11** 29:27  
Nothing came up for me. That was like, oh, wow, that's really wrong or yeah.

**Martin Simon Kimø Larsen** 29:32  
Regarding the captions, is it important to you that it's like grammatically correct?

**Participant 11** 29:37  
Yes.  
In first in my line as as a teacher, you know that's that's going to be important. But also like I mean and and there's always like a little bit of a difference in how people talk versus how things are written right but.

**Martin Simon Kimø Larsen** 29:41  
Can you elaborate?

**Participant 11** 29:59  
I think if the captions are reinforcing the.  
Concept especially for me as a language learner and going through studio school and and things it was like.  
Oh, I remember. Like, OK, We've studied that or or. This is why the adverb comes in or like, Oh yeah, this must be an adverb because it there's inversion in the sentence. And so it comes here. Yeah. That's probably a little bit high level nerdy, but yeah. So I think it's important. And I also, like, have my students. I tell them all the time.  
You know, they're they're so interested in, like, TV and video games and things like that. 'cause. I have young students like the primary ones and their parents are always asking me. And I'm like, no, like, turn on the captions, having them read it, you know?  
So you want it to be grammatically correct, you want it to sound like spoken language, you want it to make sense, because if it's not grammatically correct, then actually that's reinforcing.  
Like not good learning and we know that it takes about four times as long to unlearn, like a bad habit.  
Versus the time that it took you to learn it. So it would be important to me that.  
The captions are grammatically correct, just because, again, it's reinforcing. This is the structure of this language that you're learning and how you do this.

**Martin Simon Kimø Larsen** 31:36  
That's very interesting.  
And talking about that, what do you then feel about, you know, some videos have written Danish in the captions and then it's like another then they might say something else where it's spoken. But what is spoken is kind of they kind of translate it into how we would correctly read and write it in like written Danish versus then if it's just directly, you know, the exact words.

**Participant 11** 31:45  
Hey.  
Yeah, I think that's OK, because for a language learner it it was helping me.  
Because at the level I'm at right now, like and when I'm interacting with people and they use a lot of slang or, you know the way that they speak, that is a tricky thing because I'm like, OK, I don't know that slang.  
And so it's it's a little bit tricky. So I like that if it's translated into like OK, this is.  
What this means, you know?

**Martin Simon Kimø Larsen** 32:36  
Yeah, totally. That makes sense.  
Would you still want to watch a video if it was only like auto generated captions or if you knew the video had auto generated the captions?

**Participant 11** 32:50  
Yes, just because you know, I think that is sometimes the way of.  
The world. But I also like. So I think I would still watch it, but I wouldn't.  
Enjoy it or or learn as much from it. If it were autogenerated captions. I really struggle with like.  
On Tiktok or Instagram, when you have the reels and it's the autotranscription.  
And you're like, yeah. Nope, that's not what it said.

**Martin Simon Kimø Larsen** 33:27  
Yeah, OK, awesome.  
Last one here in the section would you rather have fewer videos of higher quality or more videos with the risk of lower quality?

**Participant 11** 33:42  
Oh, that's a hard question. I think for me personally less is more. If it's higher quality. So I think I would rather have fewer videos of higher quality.  
Because I feel like the lower quality interactions or the lower quality videos and things like I have.  
Experience or have the potential to interact with in everyday life.  
But if I'm learning a language I or if I'm studying, I want it to be high quality material that like, really helps me.

**Martin Simon Kimø Larsen** 34:23  
OK, sounds awesome. Great. Next up, we're going to talk a bit about the like videos versus articles and right off the bat.  
Which do you prefer? Videos, articles or a mix?

**Participant 11** 34:40  
Oh.  
I think a mix. If I had to put a percentage to it, I'd say like 60% articles and 40% videos.  
But definitely that mix. So for me the articles were nice because I could go at my own pace and I wasn't stopping and starting and stopping and starting like I was with the video when I was.  
Translating.  
But.  
Then the videos I would say were effective in hearing the pronunciation of the word. Hearing the the stresses in the language and like which.  
Oh, in Danish, I forget what you guys call it, but it's like when you, like, take, you know, maybe 3 words and you, like, smush them down into one when you pronounce them because you drop out all because you have to have.  
Stress, like every .5 seconds. So in order to get to your stressed syllables, you just like drop letters or drop endings, or drop whole words.

**Martin Simon Kimø Larsen** 36:02  
OK. Yeah.

**Participant 11** 36:02  
So that was helpful with the videos cuz then it was like you can hear the rhythm and the cadence of the language.  
But then I think as far as like getting more from the content.  
I think the articles 'cause I could go and digest.  
I also would say for the videos you have the.  
You have some picture clues, right? So unless it's just a person talking you, you have background information, you have things kind of going on that you can infer things from, whereas the article you, you just have the words and the context of the sentence around. So I think hearing that cadence of spoken language.  
And the flow of spoken language like videos are helpful for that, but when you.  
Want to learn?  
More vocabulary.  
And kind of how it's like in connected text, the articles were more helpful for that.

**Martin Simon Kimø Larsen** 37:12  
Alright, awesome.  
What would you say was more fun for you?

**Participant 11** 37:18  
Oh, I think a mix again.

**Martin Simon Kimø Larsen** 37:22  
Mm hmm mm hmm.

**Participant 11** 37:23  
I think I mean, I am a nerd and I love to learn. So from the like academic standpoint of it, the articles were great, just like the learning.  
And then the videos made it fun because they reinforced.  
Just.  
Kind of. You felt like you were.  
Interacting with people with people.  
Engaged in more of like a even though you're not talking to the screen like more of a dialogue than just what's in your head that may or may not be right.

**Martin Simon Kimø Larsen** 38:03  
Hmm. Yeah, makes sense. Does the same go for convenience then for you.

**Participant 11** 38:09  
I think convenience would be.  
The articles.  
Because even though I didn't.  
Try to access the platform on my phone. I think I would be more likely to access articles on my phone rather than the videos.  
Just because.  
When I have my phone and I'm out and about like, then you have to have headphones so that you're considerate of other people or you should have headphones.  
And different things.  
Also, I think the article was more convenient even in the browser.  
Because it was like if I needed to.  
Like verify something or whatever like you could like highlight a whole sentence and you know like either copy paste or just like highlight that whereas video as it was like oh wait, by the time that my brain caught up to like, wait, I don't think you understood that whole thing. I may have had to like go back 30 seconds or a minute.  
Whereas I think the articles like I said earlier, you can read it at your pace. So like if you need to spend 5 minutes on one sentence, you can to really understand it.

**Martin Simon Kimø Larsen** 39:34  
Yeah, it makes total sense.  
Were your difficulty level different between videos and articles?

**Participant 11** 39:42  
I tried to keep them the same difficulty level, but in hindsight and I think if I were to continue I probably would change the difficulty level of the video. Just knowing that Danish is a difficult language to speak and to understand because of those dropped, you know things and.  
And all that. So yeah, I think I would change the video level to a lower level if I were going to do this again.

**Martin Simon Kimø Larsen** 40:16  
OK, awesome.  
In terms of when you had to find videos, were you able to like distinguish on the home page between what was a video and what was an article?

**Participant 11** 40:29  
Yeah, it was very easy, you know, I mean, especially because.  
There there's the icon and they're kind of embedded right there. So you know, if you're familiar, you see like the play button and you see things. So that was that was very easy. I also did use the.  
The Philtre feature and like I clicked, I think there's a toggle button where you can say only videos. So I did use that also.

**Martin Simon Kimø Larsen** 40:56  
Yeah.  
And in terms of the ratio between articles and and videos, what did you think of that?

**Participant 11** 41:10  
I guess I found enough of both.  
That interested me, so I don't feel like it was lacking, so I I really can't speak to like the ratio 'cause I I felt like it was proportional and I could find things in both. It wasn't like, oh, I can't find any videos or anything. So I think it was a good ratio. I don't know what the ratio is, but.

**Martin Simon Kimø Larsen** 41:37  
It's a bit of random and also of course for this we had you like looking for either or. So I think this question should be answered from the perspective of when you were just like going outside the study and using the platform like had did you have kind of a struggle finding the videos or finding the articles or like something like that? It's it's more related to that.

**Participant 11** 41:44  
Yeah.  
Yeah, no, both were easy to find and they both that were things of interest. So that was easy.

**Martin Simon Kimø Larsen** 42:07  
Awesome. Great. Then back up to the helicopter.  
We're not. I'm just going to hold you against it if you're if you're not. But will you be using seagull and seagull videos after this study?

**Participant 11** 42:21  
Yeah, I I think I wasn't sure if I would have access after the study, but if if it's available, I think it would be very helpful. Yeah, I would definitely use it.

**Martin Simon Kimø Larsen** 42:32  
Yeah, you, you, you will your your account. Is that your your account is gonna be kept there. So you can just use it as much as as you want as long as it's gonna run it is like funded by the university is all that so it kind of depends on on the funding if for for for running it but but as long as it goes and all that and there's going to be more thesis students that is that there are already more students working.

**Participant 11** 42:49  
Right.

**Martin Simon Kimø Larsen** 43:00  
There or other groups working on it at the moment that are doing other kinds of things, so there's going to be other things and you might have to change to also participating those.  
100% voluntarily, of course, but, but yeah.

**Participant 11** 43:12  
Yeah.

**Martin Simon Kimø Larsen** 43:15  
Why do you think like you would want it or like what is? If it would just go high level like what is it that would make you wanted to use it going forward?

**Participant 11** 43:26  
Yeah, I think it's easy to use I think.  
There were articles and videos that I was interested in, and so you know sometimes with.  
Language schools or other means?  
You.  
It's it's a prescribed curriculum and there are different things, right, whereas you with zigu you have the free.  
Right to choose your interests.  
You know you have the I. I like that it's videos and the articles because like sometimes for the first time with the video I would like listen to it while I was doing something else just so that like, I wasn't focused on the caption, but I was really focused on the listening piece of it. So I like that you can use it in in that way too like.  
I could, you know, be doing the dishes and listening to Danish videos or different things rather than like just sitting down and studying.  
I also think that I could have it like on in the background when I'm doing other things and just kind of like absorbing that rhythm of the language and yeah.

**Martin Simon Kimø Larsen** 44:50  
Great. Umm and yes, you did a comment on this one for the other one. Umm would you would you like to be able to like find your own videos? And this is kind of related to the way of getting content in like if you could just find it anywhere and then see it in the player or does it play a role for you that it's kind of curated for you in a way?

**Participant 11** 45:16  
I personally like that it's curated for me.  
Number one, I'm definitely like not a content creator, so that's like, I admire people who are amazingly, but that's not a skill set that I have at this moment. So I think that would cause more stress to think about trying to upload my own videos, but also.  
Yeah, I I think as a teacher, I make so many decisions like in a day.  
That it's just nice to have somebody kind of narrowing down the choices instead of saying like.  
Here's everything. It's like, OK, you know, you can click on this category and you know, maybe there's 10 things to choose from in that category versus you know 5000.

**Martin Simon Kimø Larsen** 46:12  
Yeah, makes sense. So would you be, would you like to to find them on your own or is that something you you think that that you wouldn't like do that?

**Participant 11** 46:25  
Personally, I could definitely see how.  
It would be really helpful to like.  
That generation, that kind of grew up with like now and and university students and kind of younger, how that would be beneficial to them. And I think I would learn a lot from their ability to do that. But I think for me, it's great that it's just already there.

**Martin Simon Kimø Larsen** 46:53  
Yeah, I am. That makes sense. Great. So last up, was there anything we haven't covered that you wish the system could do that it doesn't today?

**Participant 11** 47:10  
Yeah, I think maybe having that.  
If it didn't pause the video, but you could like hover over the word in the caption and it would just come up rather than pausing the video to translate.  
That would be nice 'cause. Then you could just do like a quick like roll over and then keep going.

**Martin Simon Kimø Larsen** 47:34  
Yeah.  
That makes sense.  
I think it's going to be hard as it's like it takes a little bit of time, but words could be pre translated and then that could work. So, but it's it's an interesting.

**Participant 11** 47:44  
Yeah.

**Martin Simon Kimø Larsen** 47:51  
Comment great.

**Participant 11** 47:51  
Yeah, I mean you, you guys are the ones who have all of the, you know, technical know how to do those things. Like I don't even know how you so.

**Martin Simon Kimø Larsen** 48:01  
Yeah, yeah. And that's why we're why we're having this discussion today and that's even better than if you had technical know how, because when you know what is kind of technical feasible, then that kind of limits.  
What you kind of say and want, and if you don't know it, then you just go pure off. Like what? You're it immediate need. And like once and then you don't get kind of limited on based on how difficult it is.

**Participant 11** 48:24  
Yeah.

**Martin Simon Kimø Larsen** 48:31  
Might be difficult to implement, right, but it's just. It makes a lot of. It creates a lot of value.

**Participant 11** 48:37  
Yeah.

**Martin Simon Kimø Larsen** 48:38  
I had one thing you wrote here that is wanted to ask you about clicking on the words in the article was much less intrusive than the video. Can you elaborate on that?

**Participant 11** 48:41  
Yeah.  
Yeah, sure. So like.  
Clicking on the words in the article like because it didn't stop the video or yeah, it stopped the video but it didn't stop the article and so it was. It helped me to stay in the flow of what was happening.

**Martin Simon Kimø Larsen** 49:02  
Hmm.

**Participant 11** 49:10  
Versus the video of like OK, Now I have to stop. I have to.  
Translate the word I have to Click to translate the word and then I have to like put it back.  
Into the context of the video, whereas the article you have the text right there, you click on the word and you can just quickly reread rather than having to like rewind or play it again. Or that kind of thing.

**Martin Simon Kimø Larsen** 49:37  
Yeah. Makes total sense. That makes sense. Great. Thank you so much. Participant 11, that was all I had today.  
Yeah. Thank you so much again for participating. It's really helpful for our thesis. It's going to be exciting to collect all of these.

**Participant 11** 49:51  
You're welcome.

**Martin Simon Kimø Larsen** stoppede transskriptionen