**Afskrift**

9. maj 2025, 12.33PM

**Martin Simon Kimø Larsen** startede transskriptionen

**Martin Simon Kimø Larsen** 0:04  
And that started there. Great.  
So you've done the study and you've put in some notes. We have a we've had a look through your notes and what we're going to do today is go through some questions just casually together and try to dig into your experience.

**Participant 13** 0:16  
Yes.

**Martin Simon Kimø Larsen** 0:28  
And and also discuss a little bit about some of your notes that you put in, but.  
To start with, we're just gonna take a bit about your background, so we get the demographics for the study. Yeah, so your age.

**Participant 13** 0:43  
It's 29.

**Martin Simon Kimø Larsen** 0:44  
Yep. And, well, yeah, I'll put students in.

**Participant 13** 0:47  
We don't, yeah.

**Martin Simon Kimø Larsen** 0:49  
Gender.

**Participant 13** 0:51  
Masculine, I guess male.

**Martin Simon Kimø Larsen** 0:54  
Maybe. Yeah, well, I wouldn't want to issue.  
Your your native language.

**Participant 13** 1:01  
Spanish.

**Martin Simon Kimø Larsen** 1:03  
And how many languages have you studied, including Spanish?

**Participant 13** 1:10  
3.  
Spanish. No, wait. Spanish, English, Italian, Danish 4.

**Martin Simon Kimø Larsen** 1:19  
Right. And to call your in Danish and what would you say your reasons are for learning Danish?

**Participant 13** 1:28  
Because I'm gonna live in Denmark, so.

**Martin Simon Kimø Larsen** 1:33  
So what does that mean for you?

**Participant 13** 1:34  
I I don't know. I I don't know how to put it in one word.

**Martin Simon Kimø Larsen** 1:38  
You don't have to put it in one word.

**Participant 13** 1:40  
Why am I learning language?

**Martin Simon Kimø Larsen** 1:41  
I'm more the better.

**Participant 13** 1:44  
Because I want to be part of the society where I'm living in.

**Martin Simon Kimø Larsen** 1:51  
OK, cool. And and and what parts of this like interacting, being part of the society, do you feel like you have to use, you know, the language?

**Participant 13** 2:04  
Well, everyday interactions of course could also be a job.  
But mostly I would say everyday interactions.

**Martin Simon Kimø Larsen** 2:17  
Next up we go a little bit into your learning happens so far and your goals would like learning things.  
First up, if you could put into words your language journey so far with Danish, have you done any language schools? Duolingo other tools?

**Participant 13** 2:37  
And we're here. We're talking specifically about Danish, right?

**Martin Simon Kimø Larsen** 2:40  
Yes, only about things.

**Participant 13** 2:41  
Yes, yes. Well, I started with Duolingo a little bit.  
And it was somewhat helpful but.  
At some point, I think that's the the what happens to every user of Duolingo. It starts getting too repetitive and you feel that you're not making any progress.  
Unless you pay, of course.  
Then.  
I took two modules on.  
In in Denmark.  
And I had to stop because of the studies of software design. It was not.  
I I didn't have time to do everything, so I had to stop doing that.

**Martin Simon Kimø Larsen** 3:26  
Mm hmm.

**Participant 13** 3:30  
But I I would say that I used Duolingo all the time.  
Sometimes more, sometimes less, but while also studying in sports school and.  
I didn't watch or.  
Read much Danish content to be honest.  
But I guess with that I got a base of words.  
The simplest words, but then what really changed? I would say it was when I started having a relationship with the Dane. So my girlfriend helped me a lot, but we don't really talk much in Danish or I would say at all. But when we when we come to our House to visit her family.  
She has a niece and a nephew that are right now six and three, so they don't speak English.  
And of course, the conversation always when we are in the House switches to Danish.  
Naturally, because of the kids and also when I play with the kids, that kind of forced me to learn more Danish.  
And I think that right now.  
I might have to level of a three-year old Danish kid, yeah.

**Martin Simon Kimø Larsen** 4:55  
OK, so you you found this a fellow student there?

**Participant 13** 4:59  
Yes, in a way, yes.

**Martin Simon Kimø Larsen** 5:02  
Are you gonna go back to studio school and and continue with that part of your plan?

**Participant 13** 5:08  
Yes. So since you moved to Denmark, I'm telling you, because probably you don't know these guys, you have been born in Denmark, but once, once you moved to Denmark, you have five years for free to study, to go to school. But I don't know if you knew it or not, but.  
I I am planning to do it because I still have two years left of free Dennis School.  
I also been told that it's not the best and I can understand because.  
You have a lot of people with different levels, different backgrounds.  
Is it? It can be a little chaotic.  
And I heard that there are other schools that are private and are more focused on.

**Martin Simon Kimø Larsen** 6:01  
Does that match your experience when you did it?

**Participant 13** 6:02  
On.  
When I did it, I didn't have the level I have right now and I could feel that there were. There were some people that that probably have the level that I have now.  
At least in way of understanding and the amount of words that they could manage.  
And at that time I'm it's not that the the lessons were like focused on those people, but.  
They would have a much easier and more suitable.  
Class than myself. For me it would be. Sometimes it I would have no idea what it was happening.

**Martin Simon Kimø Larsen** 6:49  
OK. Yep, Yep, Yep. No worries.

**Participant 13** 6:49  
Just one one second. I need to open the door for the dog.  
Oh, so that that was my.  
My experience I feel if I that if I go back now I it would be better.

**Martin Simon Kimø Larsen** 7:10  
Do they? Do they don't. Don't they, like, start at the bottom level where it's the easiest kind of?

**Participant 13** 7:18  
Yes, they do. And they even they start in English and then they slowly, slowly switch to Danish more and more. But yeah, in the beginning we are all put together.

**Martin Simon Kimø Larsen** 7:18  
OK.  
OK.  
OK.  
OK.

**Participant 13** 7:34  
And maybe it's a problem with the level of people that they put together, I don't know. But I could feel that some of my classmates were understanding everything 100% and it was even boring and I could not understand anything of what was going on there.

**Martin Simon Kimø Larsen** 7:38  
And.  
OK. Yeah.  
That makes sense. OK. So but in terms of online tools, you have tried Duolingo lingo.  
With Danish and that's that's it, right?

**Participant 13** 8:01  
There was some. There was a tool from the school in which we could.  
Select some words like very simple one but.  
I think I tried it once and it was not encouraged, so yeah.

**Martin Simon Kimø Larsen** 8:19  
OK, because it was too boring. Or what can you say a bit more?

**Participant 13** 8:26  
We didn't use it because it was not mandatory, it was.  
I don't even think it was recommended. They just mentioned that they was there, but I don't know.

**Martin Simon Kimø Larsen** 8:37  
OK.

**Participant 13** 8:38  
It it, I didn't look really how you said it didn't look nicely finished or nicely done.

**Martin Simon Kimø Larsen** 8:46  
And it was just to understand it quickly. You could like translate words you could put in words, what was the purpose?

**Participant 13** 8:55  
No, it was more like you had, let's say.  
15 words to to click and drag to complete sentences, and then you will have to complete the 15 sentences.

**Martin Simon Kimø Larsen** 9:04  
Yeah.

**Participant 13** 9:11  
It kind of like a mix and match, but yeah, not not really elaborate, yes.

**Martin Simon Kimø Larsen** 9:13  
Yeah, so like exercises. Word exercises? Yeah, kind of like you have in C code. Awesome. If we zoom in on like watching videos, what has been your, like, experience watching Danish video content?

**Participant 13** 9:19  
Yeah.  
Yes.  
I will. I watch.  
Spanish series on Netflix.  
I wouldn't say lots of them, but but some, let's say.

**Martin Simon Kimø Larsen** 9:43  
With Danish voice and Danish captions.

**Participant 13** 9:47  
No. Danny subtitles. English subtitles. Yes. So so only I I I would read in English and get the the sound in in Danish for example.

**Martin Simon Kimø Larsen** 9:49  
Yeah. Any subsystem? Yeah.  
OK.

**Participant 13** 10:03  
Bone, the one in Parliament? Yes, that one. For example. I, I I watch it. Of course. They Danish audio and English titles.  
Just but.

**Martin Simon Kimø Larsen** 10:14  
How come you watch it with English subtitles?

**Participant 13** 10:19  
I got instead of Spanish.

**Martin Simon Kimø Larsen** 10:23  
Well, it's in Spanish instead of Danish.

**Participant 13** 10:23  
What I choose it?  
Because.  
My Danish was not good enough and I think it's still not good enough.  
To fully understand with the new subtitles.

**Martin Simon Kimø Larsen** 10:39  
OK. Yep.

**Participant 13** 10:40  
But that that, that's that's the issue. And and lately lately is in the last month I started watching some Dr programmes. For example, I have been watching.

**Martin Simon Kimø Larsen** 10:51  
Mm hmm.

**Participant 13** 10:54  
X.  
Destination X.  
It's a programme in which they put people on inside of us and they drag them around Europe. They give them hints, but they cannot see outside and then they need to select where they think they are in Europe and the one that is the farthest. It gets eliminated. But there's a lot of geography questions and it's kind of fun. And of course it's Dr. So it's Danish with Danish subtitles. That's the only option.  
And I would say I understood.  
50% of what's what was going on.  
And my girlfriend was helping. Of course, when I when I asked her what? What did they mean?

**Martin Simon Kimø Larsen** 11:41  
So for that one for that one, you have the Danish subtitles on.

**Participant 13** 11:45  
Yes, it's it's the only. The only subtitles. I think probably you can have any Swedish or Finnish but yeah.

**Martin Simon Kimø Larsen** 11:53  
OK, yeah, but and Oh yeah. And you said that you're able to follow along with for like 50% of that for that. OK, awesome.

**Participant 13** 11:59  
Yes, if I would have had the English subtitles, I think I would have chosen English subtitles.

**Martin Simon Kimø Larsen** 12:09  
That's interesting. So it's kind of like that's like an easier level to have it in an in a language you understand. But that makes sense. That's how you kind of do it in other languages as well. Awesome. So if you could put some words on like your current learning goals with Danish, what would you be able to, what what do you want to be able to like achieve or is there something like a certain?  
Skill or whatever.

**Participant 13** 12:38  
When when I started I I I wanted to be able to speak perfectly and just leave us a normal Danish speaker.  
Now I got a little bit more realistic after after trying.  
One of my main goals is to and that's something really good from CU is being able to read the newspaper because that's something that I used to do a lot in Argentina to be updated on on what was going on.  
Being able to read the newspaper. Understand, even.  
Articles that are leaving more elaborate and use.  
Not better, but more, yeah, more elaborated words and that kind of stuff.  
And of course, I'm not even. I'm not even saying that I want to speak perfectly. I just want to understand, to fully understand what's going on, because I think that if I understand, then I could kind of copy mimic the sounds and being able to speak is going to come along.  
But I need to be able to understand and that's that will be that's that's my number one goal right now.

**Martin Simon Kimø Larsen** 13:52  
So understand other people in a conversation. In English, yeah.

**Participant 13** 13:57  
Exactly, exactly, being able to understand what's going on, when to two things are talking.

**Martin Simon Kimø Larsen** 14:04  
Is that different for you from also being able to then have a full conversation and and and speaking Danish?

**Participant 13** 14:13  
What do you mean if it's different?

**Martin Simon Kimø Larsen** 14:15  
So I imagine that, you know, understanding the what other people are saying, it can be like one thing and another thing which is more difficult is being is understanding and also responding back right.

**Participant 13** 14:28  
Yes, I know. Now I got it. Well, the problem with Danish, it's the for me at least the the pronunciation as a non-native, it's kind of hard to pronounce. So I think that there's in one level you have understanding and there's a higher level that is speaking Danish and more than speaking being understood.  
That's also something that I learned in in the school day in school, that when you talk with the non Danish speakers.  
In your broken Danish and mispronounced Danish, they understand and I understand them more than with native things.  
So if I say a word to, let's say, a Lithuanian guy that is learning Danish, I have a higher chance that he will understand me that if I said to you and the other way around, if you talk with me or if I talk with a Lithuanian in Danish, I would probably understand him more.

**Martin Simon Kimø Larsen** 15:24  
OK.  
That's interesting. Yeah, that makes sense. Great. So just to summarise, your current learning goals with Danish.

**Participant 13** 15:41  
Been able to understand the conversation.  
And being able to read.  
The newspaper without any trouble.

**Martin Simon Kimø Larsen** 15:53  
Awesome. Thanks. So and how often would you say you're you're exercising learning Danish right now?

**Participant 13** 16:01  
Right now, not much to be honest. Because of university, my idea is to start.  
Again, as soon as I finish. So let's say that it will be twice a week. Let's put it that way.

**Martin Simon Kimø Larsen** 16:19  
Great. Jumping on to the next section, it's a little bit about like the personalization of.  
The content towards you and the videos towards you and what you like and your level.  
Talking a bit about the interest categories before that.  
In general, what interest categories are you interested in in Danish?

**Participant 13** 16:48  
I think I selected well, that's next question, but politics and sports, I think that's society were were some of the ones.

**Martin Simon Kimø Larsen** 16:52  
Yeah.  
Yeah. So so if if if you just forget the seagull categories, yeah.

**Participant 13** 17:01  
Oh, yeah, yeah. Hey, OK.  
So I think that what interested me more is sports.  
Politics.  
Like I always like to follow the what? What is being debated on the in the Parliament and stuff, I found that really fun.

**Martin Simon Kimø Larsen** 17:22  
Mm hmm.

**Participant 13** 17:25  
So yeah, I would say that those are the two main.

**Martin Simon Kimø Larsen** 17:28  
A decent at least interest different if it is a video that you watch and versus if it's an article you read.

**Participant 13** 17:37  
I I wouldn't say so. No, I think it's the same.

**Martin Simon Kimø Larsen** 17:39  
Hello. OK. Do they depend on the language? So if it was like in Spanish?  
Would you have other interests?

**Participant 13** 17:51  
Probably yes. Related to the level.  
For example.  
I wouldn't read that much of, I don't know, Argentinian sports.  
But I'm more prone to read Danish sports because it's something that I can maybe understand a little bit more.

**Martin Simon Kimø Larsen** 18:13  
Hmm. OK, makes sense. So and then for the categories, did you select any you said, yes?

**Participant 13** 18:21  
Yes, I I tried. I actually played a lot with the categories and select all of them, then deselect it and select some of them to see how how it impacted the results.

**Martin Simon Kimø Larsen** 18:33  
And how and what was your experience with that? That's interesting.

**Participant 13** 18:37  
I think it was. It was pretty pretty accurate that when you selected.  
I don't know, sport. You will get 100% sport stuff and of course it's a little bit broad comparing with from isnt and from Argentina. So if you look for sport I would say 95% of the news we are going to be about football and you will struggle. Try to find something else and I just selected sport and the first video I watched was about fishing.  
River fishing and I don't know it was. It was a great video.

**Martin Simon Kimø Larsen** 19:13  
OK, great. So So what do you think about the categories in seagull, are they, are they too broad or?

**Participant 13** 19:23  
Course, but it for examples, I think there's one called society or something like that.

**Martin Simon Kimø Larsen** 19:29  
Yeah, but I think, yeah, I don't know.

**Participant 13** 19:30  
That at some at some point can get a little bit broad.  
But it it makes sense. I mean you I don't know how could you make it more specific?

**Martin Simon Kimø Larsen** 19:43  
There's actually a search function. Did you try to use that?

**Participant 13** 19:49  
Uh, I'm not sure. I don't think so. I don't think I did.

**Martin Simon Kimø Larsen** 19:54  
It's like.  
Oh.  
Let me just move this.  
It's.  
It's at the top here.

**Participant 13** 20:07  
Oh yeah, two. OK, I I haven't used it, but what I used, maybe it's another question, but I I use something else a lot.

**Martin Simon Kimø Larsen** 20:17  
Yeah, we can jump a bit back and forth. That's fine.

**Participant 13** 20:20  
OK, what I what I used was to to sort by level.  
Because I know that my level is not that high, so I didn't want to lose time and I wanted to start with the lowest level possible and that helped a lot.

**Martin Simon Kimø Larsen** 20:27  
Mm hmm. Yep.  
You went into settings and then changed the level.

**Participant 13** 20:43  
Can can you go to see who again? Yes. There you have solved by level, yes.

**Martin Simon Kimø Larsen** 20:46  
Yeah, you you can just. Ah, OK. Sorry. Yeah, like that sort. OK. Yeah, yeah.

**Participant 13** 20:51  
That that helped a lot.

**Martin Simon Kimø Larsen** 20:54  
That makes sense. Awesome.  
Great. All right. So turning into the.  
The the Your experience finding a video that matched your level.  
Can you put some words on that in terms of good, bad?

**Participant 13** 21:15  
They they match again. I sorted by level, so I found the the easiest ones and I would say that they really fit my level the easiest ones.  
I'm not really sure how, if it's something minor or how do you assign a score, but I found it pretty accurate and one of the videos that was rated as an easy one, for example, was the one from.  
The football team FC N Shield, where they were asking SCM football player.  
That now is an ratio. He's really connected with the with the institution and he's kind of like a manager or something like that. He's he's not the coach, but he's has an important role.  
And he doesn't speak Danish. So there was a lot of back and forth in English and and Danish. So I guess that that also helped a lot. And and it was Mark as one of the.  
Ones and I can understand why, because there was a lot of bad like a mixing between English and Danish. So I think that the experience finding something that matches my level was was good was satisfactory.

**Martin Simon Kimø Larsen** 22:34  
Nice. And what about the relevancy for towards your interest? Did you feel like the videos relevant and and how was your experience finding them?

**Participant 13** 22:45  
Yes, I also think that it was, it was nice. It was easy to find something interesting. There's a lot.  
And for example, that that video about fishing is I'm not into fishing at all, but but it was fun. It was.  
It's something I I would do to learn like to learn stuff that is not exactly 100% my interest but can add information or or be interesting just in general.  
Not, not not specifically interest for me, but it's interesting just in general. So I I think that that it was good.

**Martin Simon Kimø Larsen** 23:28  
Did you like the length of the videos?

**Participant 13** 23:32  
Well, again, you can also sort by length. I didn't use it, but this one about the river was 10 minutes long and it was maybe a little bit too long for river fishing, but in general there are many options. I I'm not really sure how do you select some videos because I it's not the same as articles, but there are different lengths and I didn't found find any problem with that.  
You could find something 20 minutes long or something really short. Depends what what you want.

**Martin Simon Kimø Larsen** 24:08  
What do you what do you mean that when you say you, you're not sure how to select videos?

**Participant 13** 24:13  
I don't know how. How do you make a selection of which videos can you display on single?

**Martin Simon Kimø Larsen** 24:21  
Well, that's we crawl YouTube and we get recommended we search based on the different categories that matches the sequel categories and then we get everything in Danish and we pick the ones that are like a certain length and also the ones with captions.

**Participant 13** 24:25  
Yeah.  
OK.  
OK, makes sense.

**Martin Simon Kimø Larsen** 24:42  
And then there's a lot more filtering than that.  
Behind the scenes. But that's the overall things, yeah.

**Participant 13** 24:48  
Yeah, I can imagine. OK. I think the length is, it was fine. It. I never felt that it was extremely long or too short. It was, it was OK.

**Martin Simon Kimø Larsen** 24:58  
Mm hmm. Yep.  
Yeah. And it's of course, all of these questions are kind of from like a learning perspective. So the goal is for you to like learn most optimally. So maybe you would see a video. You know normally that you like videos that are an hour long. But when you have to see a Danish one where you're learning.  
An hour long video would maybe take you 3 hours to go through because you had to translate, you know, and all that so.

**Participant 13** 25:28  
Yes.

**Martin Simon Kimø Larsen** 25:28  
So yeah, so from a learning perspective, a learning Danish that that's kind of all these questions are are good. Great, let's dive into the segovideo player. So once you've like found a video, clicked it and it opens up what we name the sequel video player, can you take us through like your process of interacting with the video and how you kind of?

**Participant 13** 25:35  
Yeah.

**Martin Simon Kimø Larsen** 25:52  
Watch the video.

**Participant 13** 25:54  
The first time I was a little bit confused.  
About how did it work? Because I clicked a video and then I had the video, but then I had the option to open it in YouTube on YouTube because you know it has.  
The the YouTube layout.  
And then you have the subtitles.  
Under so I was.

**Martin Simon Kimø Larsen** 26:16  
When you say you have the option, do you mean by clicking the YouTube logo or clicking the cap the the title in the?

**Participant 13** 26:26  
I think I think it display something like view on YouTube or something like that, or maybe it's the YouTube logo? I'm not 100% sure right now, but it cansa offers you if you want to click that and be sent directly to YouTube.  
Which would kill the purpose of seagull, of course. But it was one of the possibilities. I'm I'm I was not sure because I first tried the articles when I first got into seagull and.  
Then I was not 100% sure if I should go to YouTube or not and but well, the end. I understood because when I start when I started seeing the the.  
Subtitles under the video.

**Martin Simon Kimø Larsen** 27:11  
OK, so you said that when you had to do the articles, the session on articles, you were a bit unsure whether you should like see videos as well in those sessions or?

**Participant 13** 27:25  
No, no, no, it's it's just that when I when I I first tried the articles.  
And well, I I saw the tutorial that you did. So you clicked and you open the article normally and you can skim through it.  
And then when you add it on CU and then you open it through cu, you see the article in Segu. So like you are 100% in CU platform but when you go to videos the first thing I got was the YouTube video. So I was not 100% sure how was. How was it going to work.

**Martin Simon Kimø Larsen** 27:50  
Yep.  
Yeah.  
That's because we're we're using YouTube videos, so we're also using their like iframe player in it. But yeah, we've integrated it in. So it's kind of like it's part of the single player. So potentially it could also have been videos from Vimeo or other video platforms.

**Participant 13** 28:07  
Exactly.  
Yeah.

**Martin Simon Kimø Larsen** 28:21  
Where we've integrated it with the captions and all that great. So but turning back to the question.  
You found out that you I assume you watched the you did watch it on seagu the video or did you? Yeah. So did you interact with the captions? Did you can you take us through that?

**Participant 13** 28:35  
Yes, yes, of course, yes.  
Yeah, I I I understood when when I could see the captions below the video, I understood how how it was supposed to work because at first I was not sure if I should click the the captions on the YouTube display or under and then I understood OK, they're replicating caption on both.  
So it was.

**Martin Simon Kimø Larsen** 29:07  
Question. Did you enable the captions on the YouTube player by clicking or were they there by default?

**Participant 13** 29:14  
I think that they by default because of my configuration of U2. I don't know if it's a single configuration or if or if it's my personal configuration. I'm not really sure about that.

**Martin Simon Kimø Larsen** 29:26  
Point I don't know, but yeah.

**Participant 13** 29:28  
But but. But yeah, at first it was one second of confusion. Like, what should I? What should I click here? But then I understood also because.  
The YouTube caption has another font and another style than C1, so I could get right away. OK, this is segue. This is where I should be clicking if I want the word.  
But then of course it's better just to deactivate the captions on YouTube and just get to see who wants that. That makes it easier so you don't have, like, this double captions that are a little bit confusing.

**Martin Simon Kimø Larsen** 30:09  
Makes sense?  
So yeah, we've talked about the aesthetics. There's a little bit of confusion with the YouTube player and whether it's like on seagull or if it's a YouTube thing or you're supposed. Is there anything else with like, the aesthetics, how it looks?  
Do you expect more to be there? The colours like the layered?

**Participant 13** 30:30  
Just to avoid that something maybe could be done to.  
Guide the user towards that specific part of word. Segu subtitles are displayed. Maybe could be a way to I'm I'm I'm not really sure how, but maybe a box or maybe something like that I don't know.

**Martin Simon Kimø Larsen** 30:52  
Yeah, interesting point. Just curious when you saw the video, was it kind of shrinked?

**Participant 13** 31:00  
Believe yes, just a little bit. Of course, it's not like full screen because.  
I think if you go full screen you cannot see. See you. I don't even think I tried it, but yeah it was a little bit smaller, but it makes sense because you are watching it on on another platform, yes.

**Martin Simon Kimø Larsen** 31:21  
Great. What you say? It was like. Easy to use. Or did you find it more hard to use?

**Participant 13** 31:30  
What I found a little bit.  
Maybe.  
Not unnecessary was to. If you want to control the video. And of course, since you are learning and you are need to maybe go back and watch again, you need to go up to YouTube, to the YouTube display and maybe pause or go back or drag or whatever and then when you want to click watch you need to go down again.  
So I was kinda like going back and forth between YouTube and the Steagle captions.

**Martin Simon Kimø Larsen** 32:06  
And clicking play on the play button or like clicking the video to start it OK yeah.

**Participant 13** 32:10  
Yes. Yeah, yeah. Then I just I started using the drives and the keyboard to go back and forth.  
That that makes it easier, so I didn't have to go with the with the mouse up and down.

**Martin Simon Kimø Larsen** 32:24  
Did you use? Did you use space to play and pass?

**Participant 13** 32:28  
Yes, at two at some point. And I normally do that. But yeah, the The thing is for example, at some point I I, the guy mentioned something that he had already mentioned. So I want to go back.  
And that kind of stuff, you normally do it with the with the mouse. You just go to minute three, you check. He might have said it around here and then you click.  
That cannot be easily done with the with the keyboard, but so yeah, that was a little bit.  
It it took an extra step to go back and forth, yes.

**Martin Simon Kimø Larsen** 33:03  
Makes sense. How did you experience interacting with the captions while watching the video?

**Participant 13** 33:11  
I really loved that when you clicked word it stops because that otherwise you will be missing.  
The the whole thing you click and then it's gone.  
Subtitles are are something that is changing all the time. So you really need to stop to get OK. This war means this. And then as you said, I will play space spacebar to continue with the video.  
I I I think it it worked, it worked well. I mentioned on the.  
On the notebook that.  
I would I think it would be nice to be able to deselect some work, some works.  
Because I don't know, sometimes I could see 2 words.  
And I wanted to.  
To check if if if the meaning the exact meaning was the one that I was having, or because you know sometimes 2 words together means something else.

**Martin Simon Kimø Larsen** 34:15  
You there is actually that options. It's just a little bit hidden. When you translate the word then you have to press the arrow and then at the bottom there is delete translation.

**Participant 13** 34:22  
Yeah.  
Oh, OK.  
OK, I.

**Martin Simon Kimø Larsen** 34:29  
You're not the first one who haven't seen it, so.

**Participant 13** 34:31  
OK. OK. OK. I.

**Martin Simon Kimø Larsen** 34:34  
Yeah, but it's a very good it's a very good thing because then that obviously means that it's too hidden or too hard. Maybe there should be an X, you know, right here. So you could easily delete it.

**Participant 13** 34:44  
Yeah.  
Yes.

**Martin Simon Kimø Larsen** 34:47  
Yeah, but it's an interesting point. Great.

**Participant 13** 34:50  
I managed, I managed to.  
To this, this, this, this this connect works.

**Martin Simon Kimø Larsen** 34:56  
Yeah.

**Participant 13** 34:57  
For example, when you put two together and I managed to disconnect it, but for example, sometimes I had to towards dis disconnected that I maybe wanted to take one out, like not translate it anymore and I well now I can see that it could be done, but I didn't know how to do it.

**Martin Simon Kimø Larsen** 35:15  
Yeah, well, now you know.  
Do you do you mostly focus on watching and listening or reading and listening?

**Participant 13** 35:24  
I would say it was mostly reading and listening.

**Martin Simon Kimø Larsen** 35:30  
OK, so like reading the captions, listening to what being said and then occasionally looking at the video.

**Participant 13** 35:30  
Also I.  
Yes, yes, also because again the captions in Cu are below the video.  
Like physically below.  
With a big distance between among them.  
I'm pretty sure that it's really hard to do, but if you could click.  
Uh, this the captions in the video, like the YouTube captions that will be amazing. That will make it easier to also keep the attention on the video as well.

**Martin Simon Kimø Larsen** 36:10  
It's a very interesting thought.  
Something we also have discussed. So it's good that you say it without us prompting you to, to, to, to, to that awesome. How do you feel about the video parsing when you translate word? Well, you said that you'd like that, right? Yes. Great.

**Participant 13** 36:19  
OK.  
Yes. Yeah.

**Martin Simon Kimø Larsen** 36:31  
Did. Oh, did you have any further comment?

**Participant 13** 36:34  
No, no, no. I I think I explained it that it was a really good.

**Martin Simon Kimø Larsen** 36:35  
Thank you.  
Did you like that you could translate work like? Would you have done it if we hadn't told you to?

**Participant 13** 36:39  
Tool, yeah.

**Martin Simon Kimø Larsen** 36:47  
The captions.

**Participant 13** 36:49  
And what do you mean if if I could, I mean otherwise? It's just like watching a video.

**Martin Simon Kimø Larsen** 36:56  
True.

**Participant 13** 36:57  
Yeah, yeah, I I liked it. I liked it. Definitely. Yes, it helped me.

**Martin Simon Kimø Larsen** 37:02  
We have the Skype. Do we have this? We have this question then because obviously in the study we're asking you to translate words. So we want to capture how would you use sequo or this video player if if you have just like been told to use or if you were to use it next week, right.  
Because maybe you wouldn't have translated words at all, but you only did it because we asked you to.

**Participant 13** 37:30  
No, no, no. I I I think it was great. It was one of the main.  
Characteristics of the of sequel that I liked that you would be watching a video, reading something and.  
That's I guess that it depends also on the level, but for my level is perfect because I can understand the structure of the sentence, but maybe I I know I I can identify. OK, this is a verb, but I don't know what it means. So if I get the meaning of that verb, I would understand the whole thing.  
So for me it was it was perfect.

**Martin Simon Kimø Larsen** 38:04  
Awesome. Did you use it on your phone?

**Participant 13** 38:08  
And no, only on the computer.

**Martin Simon Kimø Larsen** 38:11  
Would that be a use case for you?

**Participant 13** 38:15  
Sure. Yes, I think so, yeah.  
I don't know how big is the caption gonna be. Actually I should. I should give it a shot.

**Martin Simon Kimø Larsen** 38:26  
We've decided for the computer, but.  
We want to explore this direction for like your general preferences. Like if you watch, you know YouTube a lot on your phone, then the assumption is that maybe you would also like to try to watch seagull videos on your phone.

**Participant 13** 38:49  
Yeah, I think it it could work.

**Martin Simon Kimø Larsen** 38:52  
And did you use the full screen mode?

**Participant 13** 38:58  
I don't think so.

**Martin Simon Kimø Larsen** 39:01  
With the back black background.

**Participant 13** 39:05  
No, I just open it on Google Chrome. OK can you show me exactly?

**Martin Simon Kimø Larsen** 39:11  
Button here and it looks like this.

**Participant 13** 39:13  
Oh yeah, yeah. For you were still on videos. Oh, yeah. Yes. I used to. Yes, yes. Yes. I used to full screen.

**Martin Simon Kimø Larsen** 39:19  
Yeah, yeah. Sorry. So this part of the questions is all related to the video, OK, yeah.

**Participant 13** 39:24  
Yeah, yeah, yeah. Up to the videos. Yes. Yes, I used. I used the full screen. Yes.

**Martin Simon Kimø Larsen** 39:28  
OK. Did you find it useful over the normal?

**Participant 13** 39:32  
Yeah, because it basically takes all the noise out and and actually it made me understand better.  
About the captions and where to look at.  
When I when I went to full screen I could fully understand. OK, now the captions are gonna appear here and the video's gonna be up. So yes, I think it it was. It was useful and helpful.

**Martin Simon Kimø Larsen** 39:58  
Did you try changing the video speed?

**Participant 13** 40:01  
I didn't, but now that you mentioned maybe could have been a good idea to make it 0.75.

**Martin Simon Kimø Larsen** 40:09  
The users have reported that it helped them a lot in like put, taking the difficulty a bit down for a video.

**Participant 13** 40:18  
Makes makes total sense.

**Martin Simon Kimø Larsen** 40:20  
Did you try re watching a video or part of a video?

**Participant 13** 40:24  
Yes, yes, I I went back and forth.  
Because in the in the specific video about the river fishing they were he started the video giving a presentation of what was he going to talk about. So he mentioned three points.  
And he was explaining point number one, he was planning for number 2. And then I wanted to check again, which were the three points. So I went back and forth trying to get the information out of it.

**Martin Simon Kimø Larsen** 40:54  
OK. Did you also go back and forth as like an exercise? So if you know?  
Translating some words and then seeing if you could understand it better the second time around.

**Participant 13** 41:10  
I didn't do it, but now that you mention yes, of course the first time I translated a word, I didn't know what it was. Then I learned it. And then when I went back, I knew already the full meaning of what was being said.

**Martin Simon Kimø Larsen** 41:25  
OK, so you did go back and then watch a part of it again. Or did you just continue from where you translated?

**Participant 13** 41:34  
So let's say I I want to I watch minute one where someone was explaining what was he going to talk about. Then I was watching minute 7 and then I went back to minute one, just watched 30 seconds of minute one to see what he was going to talk about and then jump again to minute 7.

**Martin Simon Kimø Larsen** 41:54  
Makes sense?

**Participant 13** 41:54  
But I didn't rewatch the video pulley again.

**Martin Simon Kimø Larsen** 41:59  
No. Did you like that you could exercise the words after you translated them in the video.

**Participant 13** 42:05  
Yeah. Yes, that was that was really cool. And in a way, it gives a lot of context.  
Because.  
When you have a sentence, typical dwelling or thing, the elephant.  
Ate. I don't know. A plant. The stuff that doesn't make any kind of sense in real life, but here all the phrases make sense because they're taking from something that is real and it's a real, real life situation.  
So even reading some sentences.  
While reading I could remember which part of the video where we're talking about and.  
That also helped a lot with putting some context on the on what was going on on while I was reading.

**Martin Simon Kimø Larsen** 43:03  
Next section is a bit about the quality of the videos and the captions. How did you find the quality of the videos you saw?

**Participant 13** 43:11  
You mean the the?  
Quality.

**Martin Simon Kimø Larsen** 43:16  
Like.

**Participant 13** 43:16  
Technique. Technically wise.

**Martin Simon Kimø Larsen** 43:20  
Well, yeah, like from a video production perspective, eyes.

**Participant 13** 43:23  
Yeah, yeah. And not the content itself.

**Martin Simon Kimø Larsen** 43:28  
Well, also the content.  
It's like a umbrella term for, well, both the content, you know the, the, the, the actual basic, the actual quality of the pixels and the full perspective.

**Participant 13** 43:34  
OK.  
On the pixels and that kind of technical part, no problem at all. It's like any other YouTube video that I'm used to watch. So in that sense, no problem. You could see that seagull extracts that perfectly.  
And then from content wise I think it was it was good.  
It was good content, well done. I watched one YouTube and one was from Dr.  
So of course Dr has amazing content. The other one was more amateur, but it was still really good.

**Martin Simon Kimø Larsen** 44:27  
No trouble understanding like the audio.

**Participant 13** 44:31  
No, not really, no.

**Martin Simon Kimø Larsen** 44:35  
And the quality of the captions were fine as well. You didn't see any missing or errors or spelling mistakes.

**Participant 13** 44:44  
I didn't notice, of course sometimes, and that mostly happens. For example, VR that when someone is speaking like normal speech.  
They might miss or repeat a word, and that was erased from the caption to make it look clear, which is it's. It's also great.

**Martin Simon Kimø Larsen** 45:06  
Also, is it important to you that captions are grammatically correct?

**Participant 13** 45:21  
Of course, it's important from a learning perspective because you wanna learn.  
Grammar correctly.  
But I think this would depend a lot on the goal that you have for language. If your idea is just to learn to speak and to have normal everyday conversations, you wouldn't care that much about the grammar, but you would care more about.  
Understanding how do people actually talk?

**Martin Simon Kimø Larsen** 45:52  
But from your perspective.

**Participant 13** 45:54  
From my perspective, I think I'm fine with.  
Sentences not being perfectly perfect in regards with grammar.

**Martin Simon Kimø Larsen** 46:07  
All right, what?

**Participant 13** 46:07  
Because if if I want to understand.  
Some Danish conversation.  
It would be more helpful to understand everyday speech than I don't know an old book from Jose Anderson.

**Martin Simon Kimø Larsen** 46:25  
OK, cool.  
And would you still want to watch a video if it had only had, like, if you knew the the captions were auto generated?

**Participant 13** 46:37  
Like AI? Yeah. Like, like what? You mean the thing that YouTube uses?

**Martin Simon Kimø Larsen** 46:42  
Yeah, except like on youth.

**Participant 13** 46:44  
Well, I I watch a lot of English stuff and normally just for convenience I put English subtitles and when there are auto generated.  
I think they're still very bad.  
At least in English, I haven't tried it in Danish, and I think that the the one that I used was not auto generated.

**Martin Simon Kimø Larsen** 47:10  
OK. So yeah.

**Participant 13** 47:10  
So I.  
I would rather have non auto generated captions. I I think they're still not not good.  
And they are often misleading.

**Martin Simon Kimø Larsen** 47:25  
Would you rather than have fewer videos of higher quality or more videos of lower quality?

**Participant 13** 47:34  
Here again, quality is this umbrella term or?

**Martin Simon Kimø Larsen** 47:39  
Quality is a little bit loosely defined here, but just see it as a overall umbrella term for like you know that captions are somewhat, you know, not also generated but good and matches the video and the video content and quality is good. That's like high quality, low quality could be, you know, a little bit of a mismatch with the caption or maybe some some auto generated stuff.  
If we're in a few words and a little bit lower quality in that, it's kind of like a spectrum.

**Participant 13** 48:17  
Yeah, I think it's better to have a higher quality and maybe fewer videos.  
I don't know. Depends on what is you depends depends on what is, what is few. If you is going to be 3 videos, well maybe it's better to be a little bit more loose, but.

**Martin Simon Kimø Larsen** 48:25  
What?

**Participant 13** 48:37  
I don't know right now if you are going for high quality, but the amount of videos that I found was a lot.

**Martin Simon Kimø Larsen** 48:43  
If it was 10 videos, 10 videos of high quality versus 100 videos of low quality.

**Participant 13** 48:51  
That was the overall thing I would probably said 100 videos.  
But yeah.  
Well, because you have more to train, I think 10 videos you can easily get it. Get it done in one week.  
But if you if you can have light or know one video per day.  
That is high quality. I would rather have that.

**Martin Simon Kimø Larsen** 49:20  
OK, interesting. So let's say it's like.  
Per week. Maybe there's 1010 new videos every week versus 100 video, 100 new videos per week.

**Participant 13** 49:35  
I will definitely take 10 videos a week, 10 good quality videos a week, but also because.  
100 videos a week. Then you are giving up on quality, but you would never manage to watch 100 videos a week.  
And you will you can. You can do it in one week, 10 videos and you know that they are high quality and if you skip it for let's say a week you go on holidays whatever and I have 20 videos for one week. That's a lot of videos. At some point you can't. You can't catch up with 10 videos a week either you can do it for three weeks and then at some point you're going to have more videos than you can actually process.

**Martin Simon Kimø Larsen** 50:18  
What's your? That's interesting. Do you? What's your ratio or threshold on this? If it was like only two videos of high quality versus maybe still 100 videos, would you still prefer the two a week?

**Participant 13** 50:39  
What tools? A little bit low, but I would say that my threshold would be around.  
No, that's good. That's good. Two or three, two or three, because then you have. Let's say you practise twice a week. Then you have two videos a week that you know they're good quality. And of course, I'm talking about videos that fit my level, right? So videos that I can actually go and and do because yeah, I did two videos that I got this week are C2 level. Well, it's like having 0 videos.

**Martin Simon Kimø Larsen** 51:14  
Hmm. Hmm. Makes sense. Great. Interesting. Jumping on. Here's a few sections where we kind of compare. You've tried some videos, watch some videos you've read. Read some articles. Now we'll deep dive into kind of what's your preferences for that? And and the first question is exactly that. Which do you prefer? Videos, articles or a mix of the two?

**Participant 13** 51:36  
I think a mix of the two is perfect, also aligns with my expectations for the language because videos give you more.  
More.  
Conversation context and more conversation, understanding and articles give you more vocabulary and.  
More like in this case, yes, grammar understanding of the language. So I think a mix of both.  
Is, uh. Is really good.

**Martin Simon Kimø Larsen** 52:10  
Awesome. And when you said aligns with your expectations?  
Does that mean aligns with your goals? Yeah. OK, great. Awesome. Is there something you just as a side note, I know we have 5 minutes left. Cassandro, do you have something after this? Is it or is it OK we go a little over time.

**Participant 13** 52:17  
Yes, exactly, yes.  
We can. We can go over time, no problem.

**Martin Simon Kimø Larsen** 52:30  
Thanks so much. Is there something that you learn more if it effectively from from videos over articles or other way around?

**Participant 13** 52:41  
Yes, compass, I said, just conversation, of course and.  
The pronunciation Danish pronunciation.  
It's better learn by videos than articles, that's for sure, because even worse that I know what they mean when I when I read them.  
They are pronounced in ways that I maybe I'm not sure so.  
By by hearing them it I of course learn.  
Better at English.

**Martin Simon Kimø Larsen** 53:14  
What was more fun, videos, articles or a mix?

**Participant 13** 53:21  
I would say that videos are of course more fun. It's it's just logical that you have more interactive stuff to take a look on than an article, right? Because it's just plain text. Maybe one picture or two and a video is something that is changing all the time, moving, showing you images. It also adds that that an article cannot add context, but in a video you have context, someone is point.  
ING something or they make a list and they put it on the on the screen.  
You can follow it better. Of course, videos are a little bit more, more fun or more interactive in a way.

**Martin Simon Kimø Larsen** 54:04  
Does the same go for convenience for you then?

**Participant 13** 54:14  
I would say that that's that's a mix.  
They're both convenient.

**Martin Simon Kimø Larsen** 54:21  
OK, why?

**Participant 13** 54:23  
If you are, if you are, let's say that you are tired, I think then videos are easier.  
I am I am more relaxed way of learning.

**Martin Simon Kimø Larsen** 54:34  
Yeah, that's AI think that's a great way of putting it. Awesome.  
Were your difficulty level different between videos and articles?

**Participant 13** 54:46  
No, I wouldn't. I wouldn't say so. I was between B1 and B2 on both and I I didn't really notice.  
Like a high increase in difficulty on one and the other.

**Martin Simon Kimø Larsen** 55:02  
So you pick the same one for both of them.

**Participant 13** 55:04  
Yes, yes, I picked normally I'm. I'm not sure there were many articles that were B1 so I could feel that B2, like the articles were a little bit harder, but it's not because of.  
Of the format itself, but because of the level.  
Of the video was B1 and the article was B2.

**Martin Simon Kimø Larsen** 55:27  
Yep, was it was it easy to distinguish between videos and articles on the home page.

**Participant 13** 55:33  
Oh, yes, yes, definitely. I I I can't remember exactly right now if you ask me what is difference, but I think that the video has the the play button in it. So it was it was pretty clear that it was that it was a video.

**Martin Simon Kimø Larsen** 55:52  
I'm actually gonna put in your profile that your computer science students 'cause. I think this is a saying in terms of your ability to navigate an online platform.  
Awesome and.  
Great. What did you what do you think about the current ratio of videos to articles on the home page?

**Participant 13** 56:21  
I didn't find.  
Any problem with it? I think it was balanced. Probably they were less videos than articles, but for me at least it was not a problem to find a video.

**Martin Simon Kimø Larsen** 56:34  
If you imagine oh sorry.

**Participant 13** 56:34  
So even though.  
Even though, like I could see that there were less videos and articles.  
It was still not a problem for me.

**Martin Simon Kimø Larsen** 56:46  
OK, what ratio would be ideal for you?

**Participant 13** 56:52  
I think 5050 would it's ideal.

**Martin Simon Kimø Larsen** 56:57  
Great. The last section here is a little bit about future use and reflection.  
And for the first question, of course we're not going to hold anything against you, but will you be using sequo after the study?

**Participant 13** 57:11  
I I didn't know I could still use it. I I I don't know if I can even like if it's OK, then I will definitely do it. Yes. Yes, I think it's great. It's a great tool. I have a one. I have a question about it.

**Martin Simon Kimø Larsen** 57:17  
You can't, you can.  
OK.  
Hmm.

**Participant 13** 57:29  
Because I noticed that you can go and get.  
Any for example article that you like? I I check it myself. I went to the R and when I had to find an article, find one about a new German Prime Minister. Whatever.  
And I put like get with segu and it worked and it was great and I was really happy to see that that's that work with videos as well.

**Martin Simon Kimø Larsen** 57:55  
Not yet. Well, yeah. Yeah, yeah. It. No, it doesn't. It doesn't, but.

**Participant 13** 57:57  
OK.

**Martin Simon Kimø Larsen** 58:03  
Well, talking about that one is, is that a use case for you?

**Participant 13** 58:08  
Oh, OK. OK. Wait. Shall we talk? Let's talk. Let's keep the order. So, yes, I I will. I will use CU. Definitely. I will. I I really like it.

**Martin Simon Kimø Larsen** 58:19  
How do you think you will use it?

**Participant 13** 58:24  
I told you that I I like to read the newspaper.  
I don't really like in paper, but of course online and and I think that civil is great for that for that goal.  
Because you can read.

**Martin Simon Kimø Larsen** 58:39  
So reading articles, news related articles.

**Participant 13** 58:42  
Yes, yes, it happens to me a lot that sometimes I'm.  
I'm just checking the the titles and I found something really interesting, but then while I'm reading I can again I can understand the structure but I I'm missing some words and then I'm like OK, it's just easier to just click and ask who will to translate the whole thing and read it all in English and that is it's not a good idea if you want to learn a language. But with Seagull it's like you're in this balance where? OK you can.  
Try at your best of your abilities.  
And then click for the words that you are not sure about and with the perm that then you can go and do some exercises about it. So to understand to to fix that war in your head. So yes, if I can still use it, of course I I think it's a really cool tool.

**Martin Simon Kimø Larsen** 59:38  
Would you use other parts of?

**Participant 13** 59:44  
Well, we could jump jump to the video. The exercises, of course. The articles of course.  
I don't know if there are other parts videos.  
I also checked the part with the words that it keeps track of which words have you learned? I didn't manage to get any word like 100% learn because that required a lot of exercises.  
But I I I think I would use the the whole thing.

**Martin Simon Kimø Larsen** 1:00:14  
Yeah, because it's because the videos is also going to be a part of it going forward.

**Participant 13** 1:00:14  
Yeah.  
OK.  
So in if we go to the videos question.

**Martin Simon Kimø Larsen** 1:00:27  
Yeah, but what would you be using? Would you be using SQL videos? So would you be seeing SQL videos as well? Or do you think you would?  
Focus mainly on the articles.

**Participant 13** 1:00:36  
No, I I I would use it as well. The only issue is that I normally in my everyday life, I don't come across a lot of.  
Danish.  
YouTube videos because.

**Martin Simon Kimø Larsen** 1:00:52  
Mm hmm.

**Participant 13** 1:00:55  
I I watch a Danish guy, for example, but his content is in English so.  
It's not that common to find.  
Videos on my everyday life that I feel that I need to watch.  
In Danish.

**Martin Simon Kimø Larsen** 1:01:13  
Igu the the videos are already put in for you, right? You don't have to find them.

**Participant 13** 1:01:18  
Yes, yes, yes. In that case, yeah. But but.  
So with the articles, what happens is that right now I can actually use it to complement what I what I'm already doing in my everyday life.

**Martin Simon Kimø Larsen** 1:01:34  
Hmm.

**Participant 13** 1:01:35  
Since still apparently we cannot get the videos captions.  
That would mean that I need to find a specific time to go to see who scroll through the videos and try to find something. Of course, if I want to learn, and if I'm committed to it, it's an amazing tool and I think that I might even even do it.  
But it's not.

**Martin Simon Kimø Larsen** 1:02:01  
Hmm.

**Participant 13** 1:02:04  
As common or?  
Like.  
I I can't find the word like spontaneous as the articles.

**Martin Simon Kimø Larsen** 1:02:14  
OK, so you so just to clarify going forward, you would probably move use the extension, the Chrome extension more in and find the articles on your own from new sites or different sites and then read it with your seagull.

**Participant 13** 1:02:29  
Yes, exactly, exactly.

**Martin Simon Kimø Larsen** 1:02:30  
OK. And you mentioned some about the exercises as well maybe going into segu doing the exercises.

**Participant 13** 1:02:36  
Yes, so so the the articles would be more just adding seagull as something that I already do.  
So that I'm already doing in my everyday life.  
But if I if I am committed to learn, I think I will definitely use the videos and the exercises, but that is that is something different. It includes me specifically trying to find a time to practise and exercise, whereas the articles is more something that I have that I'm already doing.

**Martin Simon Kimø Larsen** 1:03:11  
But you're already doing it as a part of your learning as well, right? Your Danish language learning.

**Participant 13** 1:03:18  
The articles may be a little bit, but not necessary. It's more about curiosity.

**Martin Simon Kimø Larsen** 1:03:23  
OK.  
About Danish news.

**Participant 13** 1:03:26  
Read the title in the newspaper and I want to know, yes, exactly, exactly.

**Martin Simon Kimø Larsen** 1:03:29  
Yeah.  
OK, that's awesome.  
So is watching videos and seagu offering you something that other language learning environments or slash tools or not?

**Participant 13** 1:03:46  
Definitely yes, definitely.

**Martin Simon Kimø Larsen** 1:03:49  
Which?

**Participant 13** 1:03:50  
I don't. I don't think I cannot come up with any learning platform that offers you videos.  
Maybe it might be because of the?  
Of the language that Danish is not that popular, so you can see for example, my girlfriend is learning Spanish with Duolingo and she has a lot of interactive stuff. There's even games to learn Spanish in Duolingo and Danish is is really sad. On boilingo they they are not pulling her off aeroplane it.  
So of course you can always go to YouTube and try to find something, you know, some video to learn Danish, and you will probably get some.  
But I don't think there's a specific platform with offers you exercises and like Segal that or at least that I know that offers that and it offers videos and translating captions, and I think that's that's great.

**Martin Simon Kimø Larsen** 1:04:54  
Awesome. If you were able to find videos on your own and watch them in the Seagull video player, would you use this?

**Participant 13** 1:05:02  
Definitely. I even put it on the notebook that I was watching this destination X and I really felt like clicking the subtitles.  
And it's really stupid because I was not on the computer I was on the sofa watching the series and I had the urge to click.

**Martin Simon Kimø Larsen** 1:05:23  
Hmm.

**Participant 13** 1:05:24  
Then, mostly because of this, that I explained that I know what the sentence, the sentence structure, but I don't know a verb or.  
Specific adjective and I wanted to click it to get the full understanding of the sentence.  
So I would love. I would love to be able to do that.

**Martin Simon Kimø Larsen** 1:05:44  
So talking about what other videos you would like to be able to do this with, you said that destination X which is on Dr.

**Participant 13** 1:05:54  
Dr would be amazing because.  
There's no better place to find stuff in the English to watch. I mean, they have so much stuff they add so maybe, but I think that's a subscription based service. I don't know if Tivito is free, but.

**Martin Simon Kimø Larsen** 1:06:12  
Yeah, you have to pay for that.

**Participant 13** 1:06:14  
Yeah, for half an hour ago, before this meeting, I was talking all this movie.  
Called blinking lights, something like that is a famous stage movie and I was so happy because it was Netflix and we could watch it because they recommend me and it doesn't have English subtitles.

**Martin Simon Kimø Larsen** 1:06:25  
Good.

**Participant 13** 1:06:35  
So having it on, see who could be perfect.  
So yeah.  
You two and Dr sorry Netflix and DRI think those could be two perfect platforms to use C1.

**Martin Simon Kimø Larsen** 1:06:50  
Yeah, just as I'd known that what's the name of the the extension that that other woman said? Language. It's called like language reactor. There is something called language reactor alicantro, which does that on Netflix and on YouTube. So basically what we're talking about here. Yeah. Pretty cool.

**Participant 13** 1:07:04  
Yes.  
OK.

**Martin Simon Kimø Larsen** 1:07:13  
So yeah, if you're missing that, give that a try.

**Participant 13** 1:07:20  
That's great. And it translates what, like word by word or is like like that you click or how does it actually?

**Martin Simon Kimø Larsen** 1:07:21  
Yeah.  
Kind of the same as seagull, where you click and you can also do. I don't know. Necessarily. Yeah. That was for Danish. Yeah, that is for Danish. Yeah. So it does support Danish. Yeah. Because we had another participant that was using this and a bunch of other tools.

**Participant 13** 1:07:28  
OK.  
Right.

**Martin Simon Kimø Larsen** 1:07:44  
Awesome. Great. Last question, was there anything you wish the system couldn't do that it, it's that it anything you wish the system could do that it did not?

**Participant 13** 1:07:44  
Right.  
Uh, well, we talked about selecting a video and, uh, getting on. See who?  
But other than that I I don't know I'd have.  
Cross something that could be. I don't. If I wrote something that might be might have wrote something.

**Martin Simon Kimø Larsen** 1:08:13  
There was something about like the if you go back, then the translation in a caption disappears.

**Participant 13** 1:08:19  
Oh, yes, yes.  
That that's something that I would like to have. Maybe when you click a word.  
And you translate it, it becomes like a yellowish.  
And then maybe not even.  
You know it becomes yellow and then it pops up like the meaning on top.  
Doesn't maybe doesn't need to show the meaning again, but at least state in yellow would be great because it would let you know that you have already clicked that word. It happened to me that I was clicking the same word twice, which makes sense because you click it once you read it, and then 5 minutes after you forgot exactly what was that or having in yellow.

**Martin Simon Kimø Larsen** 1:09:10  
Yeah. So it's like it's like if the same word is said again later in the video, you would like it to be marked.

**Participant 13** 1:09:19  
Yes, exactly, exactly. And I was, since I was going back and forth a lot.  
I was not sure. Hey, did I already mark this world or not? Of course I will check it again and I will realise. Oh, yes, this was translated before, but maybe having it in yellow, I think it could be cool and it's not.  
Well, that's that's more a cold stuff, but it might be not that hard.

**Martin Simon Kimø Larsen** 1:09:46  
Yeah, yeah.  
Awesome. If you went, you know, if you exited the video, went out and went back and opened the video, would you expect it to be cleared and or would you expect the same words to be highlighted?

**Participant 13** 1:10:03  
That's a good question.  
I don't think that it's necessary to have them highlighted after you have already watched the video and close it, but just while watching the video make sense, at least for me.

**Martin Simon Kimø Larsen** 1:10:22  
OK, great.

**Participant 13** 1:10:23  
Yes, I I think I might have mentioned something else.  
There and there, but.  
You can always.  
Oh yeah.

**Martin Simon Kimø Larsen** 1:10:44  
We have really good quote that is going to make make our supervisors stay 'cause he he really likes the system and has built the the fund fundamentals for it. So he's it's like his baby and he likes when people likes it. So. So yeah. Just to tell you as well that we'll probably send this on to him and and and and it's going to make his weekend. Yeah maybe even.

**Participant 13** 1:10:58  
That's great.  
Of course.

**Martin Simon Kimø Larsen** 1:11:09  
Included, you know, in the in the thesis as a direct quote, yeah.

**Participant 13** 1:11:12  
Of course.

**Martin Simon Kimø Larsen** 1:11:15  
Awesome. Thank you so much Participant 13. Sorry for going over time.

**Participant 13** 1:11:17  
Thank you guys. Now please no problem.

**Martin Simon Kimø Larsen** 1:11:20  
I'll stop the recording here.

**Martin Simon Kimø Larsen** stoppede transskriptionen