**Afskrift**

5. maj 2025, 07.02AM

**Martin Simon Kimø Larsen** startede transskriptionen

**Martin Simon Kimø Larsen** 0:03  
I don't find your name anywhere in it.  
Great. Let me just share my screen with prepared some questions just as kind of a guide for us to run through.  
It's going to be very casual and.  
Just you talking a little bit about?  
How?  
Your experience with what was with some of these things.  
Can you see my screen right now?

**Participant 1** 0:35  
Yeah, I can.

**Martin Simon Kimø Larsen** 0:37  
Great. And Cela's got your notes as well.  
So we can we can all kind of use that as well. You know sometimes it's hard to remember from the first session or something like that the things that that you experience kind of. But first of all just the basics of course if there's something some of these things that you don't want to put in, that's all.

**Participant 1** 0:54  
Yeah.

**Martin Simon Kimø Larsen** 1:04  
Totally fine, but it just helps the study kind of or us show that the studies is a bit diverse that we didn't just kind of take the same person from the same background.

**Participant 1** 1:16  
Yeah.

**Martin Simon Kimø Larsen** 1:17  
Test so, but your age.

**Participant 1** 1:21  
So I'm 27.

**Martin Simon Kimø Larsen** 1:22  
Seven tanks. Occupation.

**Participant 1** 1:25  
And I'm employed.

**Martin Simon Kimø Larsen** 1:28  
Employed, yes.  
What kind of employment?

**Participant 1** 1:33  
I'm a food technologist.

**Martin Simon Kimø Larsen** 1:35  
OK, cool.  
Great gender. Can I put woman female? Great. And how many languages have you studied?

**Participant 1** 1:39  
The female.  
English, Spanish and Danish.

**Martin Simon Kimø Larsen** 1:49  
OK, great. Yeah. And Spanish is your native language.

**Participant 1** 1:53  
No Italian.

**Martin Simon Kimø Larsen** 1:55  
Second, great, we'll we'll do it including the, the YOUR native grid and your current our language is Danish, I assume, yes.  
I think we have only a few on Spanish and then most other people are is on Danish.

**Participant 1** 2:13  
OK.

**Martin Simon Kimø Larsen** 2:15  
But yeah, that's also make made it a bit easier for us because well, we're both fluent in Danish. So for some of the videos and that whole process, we have been able to better like cater and and see like so it's not just crappy videos that you guys get and stuff like that.

**Participant 1** 2:22  
Yeah.  
Yeah.

**Martin Simon Kimø Larsen** 2:34  
Great. So next section is a bit about your general learning happens and motivation for that. Just to kind of get some background into.

**Participant 1** 2:40  
Mm hmm.

**Martin Simon Kimø Larsen** 2:44  
Figuring out like your persona in terms of.  
What? What kind of people are learning languages and what is kind of the issues that we're designing designing around?

**Participant 1** 2:59  
Yeah.

**Martin Simon Kimø Larsen** 3:00  
So.  
You're currently.  
How are you currently learning your target language? Are you doing any language school beside this or?

**Participant 1** 3:07  
So.  
I started doing all day like classical, let's say Danish models with the yeah Commune, common hand commune and they finished that one and now I'm trying to keep up and not lose it. So I'm I did some Duolingo but yeah not regularly and then some maybe news I try to hear and also yeah with people.

**Martin Simon Kimø Larsen** 3:17  
Yes.  
Yeah. And talk with people.  
That you know, or that you meet maybe.

**Participant 1** 3:41  
Yeah, I'm trying to. I mean, a couple of Sports Club and they're all Danish. So I try to they speak to me in Danish, but I'm still have trouble since speaking fluently in Danish.

**Martin Simon Kimø Larsen** 3:54  
Yeah, that's that's probably the most difficult part, but that's, that's cool that you're doing that and is have you done, Duolingo after you turned the Danish course or was that something you did before?

**Participant 1** 4:07  
I would say in between the courses I was doing that some duelling and then after the course I was doing some duelling.

**Martin Simon Kimø Larsen** 4:11  
OK. Yeah.  
Because I know that some people find it, Duolingo sort of heads like a certain.  
Limitation in terms of you can only reach to a certain level and from there you got to like join Sports Club and and speak with Danish speaker or the people in the target language. And then what you're living with.

**Participant 1** 4:34  
Yeah, totally. I mean, if you wanna have us good, like daily life Danish du lingo is absolutely useless. It's more for me for some vocabulary, I would say in that sense is pretty good.

**Martin Simon Kimø Larsen** 4:46  
Mm hmm. Yeah, that's very.

**Participant 1** 4:48  
Also, sometimes you there are some weird grammar sentences, so I would think that sense is not very useful. But yeah, for new words, it's nice actually.

**Martin Simon Kimø Larsen** 5:01  
That's that's very interesting 'cause, that's obvious. The the space that where with this thesis trying to kind of research into you know you've done the language school, you've done some of the fundament.  
Al learning and then.  
How can you kind of keep?  
Learning while having your everyday life and having like an online site tool like Duolingo or Sequo or some other platform. And what part is it that you would like to like have?  
Keep being tested on like you say, vocabulary for example. But also you mentioned the thing with the sentences right? It needs to be relevant to the things that you actually have to use in your daily life.

**Participant 1** 5:46  
Yeah.

**Martin Simon Kimø Larsen** 5:47  
In in Denmark, right. So it's so it's also about the authenticity, which is is something that you get more when you you know watch new the news because that's like that's the language that is being used right now and the topics that are relevant right now.

**Participant 1** 5:53  
Yeah, I agree.  
Precisely.

**Martin Simon Kimø Larsen** 6:07  
The the same goes for if you're watching.  
Newly created videos or videos from like authentic uploaders, and that's kind of what the whole idea also was with with this thesis that we're doing to see to get into that space. Great.

**Participant 1** 6:26  
Yeah.

**Martin Simon Kimø Larsen** 6:27  
OK, let's jump jump on so. So why are you learning Danish?

**Participant 1** 6:33  
I living in Denmark, so that's yeah, just to integrate more in the society and also understand what's happening around it. Something happens. There is a Danish announcement. I'll I can understand it. And also some news or yeah.

**Martin Simon Kimø Larsen** 6:49  
Yes, great. And.  
How often would you say you engage with learning materials?  
Right now, like well outside structured classes, but you've finished those. So just at the moment.

**Participant 1** 7:03  
I would say if maybe a couple of times per week more or less, maybe once it's a news. And once I'm reading an article, something like that, yeah.

**Martin Simon Kimø Larsen** 7:13  
Mm hmm. OK, great. And have you previously used?  
Like other platforms like YouTube or Netflix, where you've put it into like found Danish videos or like put Danish subtitles or something like that.

**Participant 1** 7:32  
Yeah, kind of tried, but I would say now I can kind of understand a lot. So I'm putting the news because of that. But the subtitles in the news, they're pretty \*\*\*\*\*\* or sometimes, yeah, they're not existent. So. So I have now TV2, but I'm using also the other national TV.

**Martin Simon Kimø Larsen** 7:35  
Mm hmm.  
OK.  
Where are you watching the news?  
Yeah.  
OK.

**Participant 1** 7:58  
But I see in TV2 there are maybe some registered programmes. Now they do have kind of decent subtitles, but the news either.  
They're they're not there, so it's not possible to use subtitles, or sometimes they're very like behind the person that is speaking. So yeah.

**Martin Simon Kimø Larsen** 8:12  
Yeah.  
OK.  
Is that on like tip to play or that like? OK, that's in tip to play. Yeah. OK, cool.

**Participant 1** 8:21  
Yeah.

**Martin Simon Kimø Larsen** 8:26  
Yeah, that's very interesting. That also we're going to talk about that a bit later on for the videos, like on sequel, which is well as of right now, only the YouTube videos. But but the same things or some of the same issues we've seen as well with some thesis.  
Videos where the captions maybe don't match up in the exact way that you would expect, but we'll save that. Great. We'll jump on to next section, which is personalization. So this is about.  
Kind of on seagull like you put in the interest if you remember that like you picked some interest, right when you created your account. And also you put put in your your difficulty level or like your level of.

**Participant 1** 9:10  
Yeah.

**Martin Simon Kimø Larsen** 9:17  
The language and.  
One of the key things here is to try to personalise the content, like the videos and articles.  
To that level for you. So you kind of feel that that is relevant. That is a whole study in itself. How to do that and other people have.  
Done this kind of before us. So we're kind of building on top of that, but it's nonetheless very interesting and relevant space for this because.  
If it's not something that people are kind of interested in, well, the assumption at least is that you would lose interest. So what would you say your experience was like finding videos that match your level on the on the home page mostly?

**Participant 1** 10:08  
Yeah. In terms of level in the videos, there was a lot of variety in the sense that I just open depending on where I could find them. So I opened the first one, then the second one and both of them were videos with maybe two or three words or not even one word set.

**Martin Simon Kimø Larsen** 10:11  
Mm hmm.  
OK. Yeah. So there's no, no, no sound like no speech. Yeah. Yes.

**Participant 1** 10:27  
So.  
Exactly. Exactly. So there was kind of useless also for that purpose, right? And then I went to the third video. It was more about, yeah, something historical. And that was really nice. And it matched my level.

**Martin Simon Kimø Larsen** 10:35  
Exactly.  
OK, that's good. And maybe also your interest or the in terms of the level just.

**Participant 1** 10:50  
In terms of the level, it matched my level and also in terms of interest, I decided to keep it brought just to see which kind of variety there was and it was nice because there was a nice variety. But again, maybe there was, I don't know, one cooking video that just had the few names written of the ingredients and they wasn't saying anything. So yeah.

**Martin Simon Kimø Larsen** 10:53  
Mm hmm mm hmm.  
Yes.  
Hmm yeah.  
That is Full disclosure, something that we've only recently kind of discovered because unfortunately it didn't come up in the kind of the whole bunch that we tested, but is something that we obviously obviously want to philtre out because the whole purpose is that there is some speech there, but it's very nice to hear that, that it's something that you've found and you know.  
To have some data on that, it's obviously frustrating to to experience.  
And also that you kept it brought because.  
Well, right now it's we only have a limited amount of videos and obviously if we had all the videos on YouTube, it would be easier to support all niche interests. But as of right now, that's not where we're at, but we can still have a discussion about like.

**Participant 1** 12:03  
Yeah.

**Martin Simon Kimø Larsen** 12:11  
What that?  
Matters or like how much it matters, of course.  
But interesting.  
So well, you kept it broad. I assumed that meant you didn't really pick any categories in the sequel. Yeah, OK. Because the next question here is how you would rate like the match between your prisoner interest and your interest categories, right. Or and the interest categories in sequel, they're pretty broad in sequel and.

**Participant 1** 12:23  
No, exactly.

**Martin Simon Kimø Larsen** 12:39  
I don't remember. Did did we ask you for your personal interest in one of the earlier emails?

**Participant 1** 12:47  
No, I think not.

**Martin Simon Kimø Larsen** 12:49  
OK, great.  
But.  
If you were to say, like what your interests were like broadly in terms of what you would maybe search on if you went to YouTube for example, or something like that.

**Participant 1** 13:06  
Maybe it would be nice some news.

**Martin Simon Kimø Larsen** 13:09  
Yeah, some news.

**Participant 1** 13:10  
And also some more. I don't know food related or cooking topics.

**Martin Simon Kimø Larsen** 13:14  
Mm hmm. Yeah. Cooking topics, yeah.  
Yeah. So maybe did you, did you try with the search function in the top? I know it's said search, it's searched it says search for articles with only recently got that.

**Participant 1** 13:33  
No, no, I didn't look for some specific topics. I just look at them and Scroll down and there's so quite some nice variety in different topics. So I just checked some of them, yeah.

**Martin Simon Kimø Larsen** 13:37  
OK.  
Yeah. Great. Because that's kind of well, one of the dimensions that we're trying to to look into for accommodating like more niche topics to have a possibility of having the search function.  
Work in a way where you could do like news or cooking. I'm going to say news. I think there's an A topic that is.  
Kind it's well, it's not news. It's just kind of like.  
The politics and stuff like that.

**Participant 1** 14:16  
Yeah, yeah.

**Martin Simon Kimø Larsen** 14:17  
But, but yeah, great, cool.  
We'll jump on to any any other comments in terms of the personalization like the the feeling for you that the content was relevant, it could be comments on articles as well. If you have something there. Obviously our focus is the video part and because that's, yeah, that's what our thesis apart, but.  
Articles does also play a role in it. We're going to talk a bit later about like videos versus articles.  
But yeah, just if you had anything other than that.

**Participant 1** 14:55  
No, no.

**Martin Simon Kimø Larsen** 14:56  
No. Great. All right, let's move on. So Next up, the experience with the sequel video player, this is when you found the video and you clicked on the title or the image and then you got into the video Segal video player, which we've we've named named it.

**Participant 1** 15:13  
Yeah.

**Martin Simon Kimø Larsen** 15:14  
First question is, how did you generally interact with the video player? So you you said that for one of them you were in, you found the videos you found out that they didn't have speech, so you had to go back. But for the one you did see, did you did you see it once? Did you were you able, did you see the captions while you looked at it, did you?

**Participant 1** 15:36  
I think I I saw the video once, but then I also stopped it and went back several times.

**Martin Simon Kimø Larsen** 15:42  
OK, went back like like went back in time in the video and.

**Participant 1** 15:43  
So yes, precisely.

**Martin Simon Kimø Larsen** 15:49  
OK, to revert? Watch it.

**Participant 1** 15:51  
Yeah, because I I did think that sometime the the person that was speaking maybe was saying, I don't know full sentence but then written there was like a little piece of the sentence and then another little piece and then another little piece. So I couldn't like match what he was saying and then I couldn't finish reading that. It was already a new sentence.

**Martin Simon Kimø Larsen** 15:57  
Mm hmm.  
Mm hmm.

**Participant 1** 16:16  
On the bottom. So I had just to go slightly back to read it again. It's OK. This word. Maybe I would like to translate it.  
And then play again. And OK, this was fast again, so I had to go back. So I think maybe having just a slightly longer sentence in the screen would be just more helpful to not go back every time.

**Martin Simon Kimø Larsen** 16:35  
That's that's very interesting. That's very interesting feedback.  
To to give you a look under the hood of that is that the captions that there is is actually something that the one who have created the video has uploaded. So they're kind of divided. They they choose like what is to be shown in one. It is of course something that is possible to chamber with and and make in another way. But it's it can also be very difficult you know if.

**Participant 1** 16:52  
OK.  
OK.

**Martin Simon Kimø Larsen** 17:07  
There is something that.  
Clearly is meant for or if there is. If they're speaking something and then.  
You know, it's only like later in the video that they're saying something else, but you put it into one. So you first the first part of the caption, you read, and then the second part doesn't come until later. There's a there's a lot of things in in that space, but it's very, very, yeah. Yeah. But it's that's that's very interesting. And I think we're also going to deep dive a little bit more into that.

**Participant 1** 17:31  
Yeah, I believe so.

**Martin Simon Kimø Larsen** 17:41  
Later on, but before that, did you use the full screen mode?

**Participant 1** 17:47  
Yes, yes I did.

**Martin Simon Kimø Larsen** 17:48  
OK, that was your experience with that, was it better than the normal or did you like the?

**Participant 1** 17:52  
It would say yes, it was nice. It was nice to see the full screen video and then it was nice to have like a space in the bottom just for the text. Also to divide. So in that sense it was nice.

**Martin Simon Kimø Larsen** 18:03  
Yeah, OK, cool. And you could also interact with the captions in the full screen mode.

**Participant 1** 18:09  
Yeah, yeah.

**Martin Simon Kimø Larsen** 18:10  
Great, great. OK, great. And then well, yeah, with the captions.  
You went a bit back and forth. We've seen a thing where that the captions you've translated has not been yet, like it doesn't save it when you go back. We have to fix that. So you've when you've translated a word and then you go back. I'm thinking about the time you rewatched it.

**Participant 1** 18:35  
Mm hmm mm hmm.

**Martin Simon Kimø Larsen** 18:37  
And then it wasn't saved. Was that something you noticed?

**Participant 1** 18:40  
Yeah, yeah.

**Martin Simon Kimø Larsen** 18:41  
Yeah. OK, great.  
Because I mean, I assume I I'm not. I don't want to put words in into your mouth, but that you would have liked them to kind of stay saved so you could see the ones you've translated or was it actually nice that it was refreshed?

**Participant 1** 19:02  
I would say I would like to have this feature maybe more in an article because at the end the video goes really fast and I go back and translate and then I just press play to go on so.

**Martin Simon Kimø Larsen** 19:14  
Hmm.

**Participant 1** 19:16  
It's not maybe that relevant in a video compared to an article for me.

**Martin Simon Kimø Larsen** 19:19  
OK. Yeah, that makes sense. That makes sense.  
OK, great. And.  
What about? Well, you've said something about following along with the captions, but there's also something about.  
Following along in terms of the speech and the caption simultaneously.  
We we're going to also talk about that a bit later, but in terms of the match, we've seen captions where.  
It's it's, it's directed like it's different from what they actually say in the video.

**Participant 1** 19:58  
No, I would say the match was more or less synchronised, so in that case was nice, yeah.

**Martin Simon Kimø Larsen** 20:04  
OK, great. Also about what they said in the what they talked about or like what the the actual words they said were somewhat the actual words that was in the.

**Participant 1** 20:14  
I just noticed there were sometimes if there was an initial word like.  
So in that case, maybe it was not written down, but also not relevant in the sense that it's it was. OK, so I could understand there was a Sir at at the beginning of the sentence which was not written, but yeah, maybe it was just an expression like this. So it was not full words with a meaning. Let's say that we're missing.

**Martin Simon Kimø Larsen** 20:42  
Yeah, because that's very interesting. That's something we've experienced in quite a few videos where even though it's like it is the author of the video that manually uploads and creates the captions, they are not like sometimes they for example, they correct the the language that they're speaking because, well, sometimes you would say something in speeching like speech, Danish, but.  
In written Danish, that would be written differently, right? So it would. So it's different, it's different.  
How it's in the captions then how they're actually seeing it?

**Participant 1** 21:18  
Yeah. Then it. Yeah, it could have been. Now that you say maybe a couple of words that I remember didn't correctly match. As you say, maybe the speech was slightly different, but at the same time he was very minor things. It was maybe one or two words that were different in a full video. So that was not disturbing, at least in the two videos I I watched.

**Martin Simon Kimø Larsen** 21:19  
And.  
Yeah.  
Yeah. OK, great. That's good to hear. 'cause that's that's kind of interesting because what we know it because we're very fluent in Danish and all that. But if you're learning Danish, we assume that it's not like and as you say as well it, it might not be that that you will no notice that. So it's like this that maybe interfere with your learning in a negative way.  
If you think that something is maybe spelled or like it put into a sentence in a in a different way.  
Or is that OK because everyone just assumes that it's more like a context understanding thing and expanding your vocabulary for example.

**Participant 1** 22:27  
I mean, it's not maybe a major disturbance, but it would also be nice to know the colloquial words that the word you would use while speaking. So it was just nice to know.

**Martin Simon Kimø Larsen** 22:30  
Any.  
Yeah.  
Yeah, I accepted and it's a it's a very hard.  
It's a very hard issue to to like grammatically and make sure that everything is correct in those because that would require for someone to kind of check the every every caption and every video and the and at scale that just doesn't kind of.

**Participant 1** 22:56  
Yeah, yeah, I understand.

**Martin Simon Kimø Larsen** 23:02  
Works. That would be very expensive for a platform to have someone hired for that at least. So. But but it's interesting at least.  
Great. Yeah. I I also have a question. So in your notebook for the articles, you mentioned that it would be nice like that if the same word appears later that you've translated that it's like automated or like translated every time or like you keep track of it in the side.

**Participant 1** 23:31  
Yeah, yeah, especially in an article I found that would have been nice that either you have on a side the word that little by little you go to and accumulate while translating. So you're reading that sentence. OK, OK. This word already saw it. And so you can down otherwise. Sometimes I have to go up. Look again. Did I translate this or maybe not. I check it, then go down again. So in that sense, maybe.  
In an article that would have been nice, yeah, to have a translation that either once you translate a word, you can see translating in the full text.  
Or maybe just have something on the side that goes down while you Scroll down.

**Martin Simon Kimø Larsen** 24:10  
Yeah. And do you think this would also be something you would find useful in the video player or like for the captions?

**Participant 1** 24:18  
I would say might be maybe slightly overwhelming in a video because you're already trying to follow both the speech and trying to match it with the words.  
So.  
It would be maybe useful, but I don't know if then would be a bit too much to to have.

**Martin Simon Kimø Larsen** 24:37  
Yeah. And what about the like? Let's say if the the same word appears later that you've already translated, what if it was just then? Like already translated the second time it showed up?

**Participant 1** 24:51  
So you mean in the caption in the video you would see immediately the translation while it comes.

**Martin Simon Kimø Larsen** 24:57  
Yeah. So let's say you've translated a word.  
In the beginning of the video, and then later the same word appears. Would you like that it's already translated the second time it appears?

**Participant 1** 25:09  
Yeah, actually it it would be nice. So you can hear again maybe the word without without having to stop.

**Martin Simon Kimø Larsen** 25:16  
Hmm. Hmm. Hmm.

**Participant 1** 25:16  
And so you already know you translated the word, you have a reminder of what does it mean and you hear the full translation and you don't have to stop the video. Yeah, that would be actually nice.

**Martin Simon Kimø Larsen** 25:28  
Yeah, that's it's interesting because I think the other the the opposite as well is also very good for learning 'cause. If you translated it once, right, and then you've learned it, then you kind of get the exam, the test the next time you see it because then you're like, oh, OK, the translation was this. And OK, in this context, what does it mean here?  
So I'm also thinking that maybe if you get it the second time as well, you don't you don't try to challenge your brain in remembering.  
The meaning of that you just immediately see the translation and then you like use it from that. But it's it's it's, it's interesting. It's definitely interesting. Great.

**Participant 1** 26:11  
Yeah, I would say it's also it's totally true and there's understand your point, maybe it's also depends on what you're trying to do. If you're trying maybe just to learn as much as possible with calmly read an article, try to understand word by word or trying to understand the full meaning, the full general meaning of the article. But then there is this word that's really cannot give you the meaning of the sentence, right.

**Martin Simon Kimø Larsen** 26:37  
Hmm yeah, exactly. Great. All right. The last. Was there anything else than that? Thanks. No, no. The last question in this is the video speed through the video. Did they like YouTube player? It is possible to press like the little wheel and then you can change the speed. Is that something that you tried out?

**Participant 1** 27:00  
So I tried it. Even though I I didn't really use it, but it was really nice actually. I appreciated it because having YouTube readers and having the opportunity to change the speed, actually that's quite nice, yeah.

**Martin Simon Kimø Larsen** 27:12  
OK, so that was.

**Participant 1** 27:13  
I think I also said it in the comments.

**Martin Simon Kimø Larsen** 27:16  
Yeah. Yeah, perfect. Yes.  
How did you use it? Was it like? Did you use it the whole way or did you use it like one of the times you replayed it?

**Participant 1** 27:27  
I just. Yeah, I I I played a video. It was OK. The speed. But then I say let's try to make it just a bit slower. So just to follow a bit better and then yeah, I just played with a couple of speeds and and that's it.

**Martin Simon Kimø Larsen** 27:34  
Yeah.  
OK. So did it. Kind of. Did you feel like it depend on maybe the video?

**Participant 1** 27:46  
Yeah, yeah.

**Martin Simon Kimø Larsen** 27:47  
OK, great. 'cause, I'm thinking that maybe it's it it you can maybe maybe it you can kind of it's kind of adjusting the difficulty of the video if you have it in full speed versus if you have it in a slower speed then it's like it it might be like a easier difficulty level.  
Than while having it at full speed.

**Participant 1** 28:06  
Yeah.  
Also, I'm thinking if there is a lot of talking and if it's a quick talk, maybe it would be nice just to try to understand better. Or if you want to just hear more calmly just to have it in a lower speed I guess.

**Martin Simon Kimø Larsen** 28:15  
Hmm yeah.  
Yeah.  
Yeah.  
Yeah, yeah, yeah, exactly. Exactly. Great. Awesome. Next section here is like about the video and caption quality. We've we've already talked a bit about it.  
As I said, we're sourcing the videos right now from, like, YouTube and.  
Were not looking at each individual one. That would be very hard at scale. So it's kind of dependent on the overall quality of the videos that we get recommended from YouTube.  
These different categories.  
And and also for this captions as as as we talked about, it's very hard to like look through each one and like verify that it would have to be a manual process. And so talking a bit about that, you've already said that there's some missing sound issues, but is there any quality issues with the like video part that you noticed?

**Participant 1** 29:06  
Mm hmm mm hmm.  
No, I didn't have any quality issues with the videos actually. So all the videos I tried to see and so on it was good quality. So in that sense was nice and also the captions it was good apart from the maybe the few words missing. And I said and maybe I also highlighted in the comments, there were few problems maybe when it comes about numbers.

**Martin Simon Kimø Larsen** 29:35  
Mm hmm mm hmm.  
Yeah. Can you elaborate about?

**Participant 1** 29:48  
If I'm not wrong because one of these videos I said there was no words, it was just a recipe. So when there was a translation of the recipe, things I think the numbers were not correct, there was problem with the numbers, yeah.

**Martin Simon Kimø Larsen** 29:54  
Hmm.  
For like when the captions were oh, the numbers of how.

**Participant 1** 30:07  
It's like 37 grammes of flour. And then I guess in that sense there was, yeah, it was not matching the number. I mean, it was not really super relevant for the video in the sense that you could understand. But yeah, just as a note.

**Martin Simon Kimø Larsen** 30:10  
Oh.  
But that was not matching. Yeah, and that's that's very interesting because it's something that will the author of the video again has uploaded. So yeah, Dave kind of written that down, but that's only shows that well.  
There is gonna be a risk of human errors in these like captions, so relying 100% on this being Grammarly correct and learning correct 100% correct grammar is very risky and maybe not something that is like the main focus of this more.

**Participant 1** 30:39  
Hmm.

**Martin Simon Kimø Larsen** 30:54  
Context understanding, expanding vocabulary, listening skills and stuff like that. Awesome. Great and.

**Participant 1** 30:56  
Yeah, yeah.

**Martin Simon Kimø Larsen** 31:04  
For the audio of the video.  
Did you notice anything in terms of like accents or low voices or anything else for both token maps?

**Participant 1** 31:15  
No, I would say in both cases the quality audio was really good. So I could hear properly.

**Martin Simon Kimø Larsen** 31:20  
Yeah. OK, awesome. Great.  
Great. And we've talked about the captions.  
We I think we did talk about this as well, but it I find it very interesting.  
We following along with like the audio and the captions simultaneously.  
Did you you were. You said that like you, you stopped and then you translate the words and then you went on.  
From there, but did you kind of look at the captions?  
While the video played.  
Or were you able to like look a bit at the video and the captions at the same time?

**Participant 1** 32:03  
That's a good question. I think I could manage to watch them both, but it's also true, as I said, when the sentence shown in the caption was really, really short. I was just focusing on that one to try to get it.

**Martin Simon Kimø Larsen** 32:20  
Yeah.

**Participant 1** 32:20  
But when there when there was also a longer sentence, I could just read the sentence, look a bit more, the video read the sentence again. So yeah.

**Martin Simon Kimø Larsen** 32:28  
Hmm. And did you then stop? Did you, like, pause the video? Real play? Pause a little.

**Participant 1** 32:35  
I posit several times.

**Martin Simon Kimø Larsen** 32:37  
Yeah.

**Participant 1** 32:38  
But if I saw the sentence didn't have any words like I didn't know, so I would just keep it running.

**Martin Simon Kimø Larsen** 32:43  
Mm hmm.  
OK.

**Participant 1** 32:47  
But then, if there were some sentences where I heard it, OK, this word they don't know. And then the caption was already over. So then I had to post, go back, translate the word and then play it again.

**Martin Simon Kimø Larsen** 32:59  
OK. Like that. Yeah, that's very interesting. In terms of the whole flow in, in, in that did you use space for pausing and playing or did you first?

**Participant 1** 33:10  
Actually, yes, that was quite useful. And yeah quick.

**Martin Simon Kimø Larsen** 33:12  
Yes, yeah, we've we've tried to put that as a tip in the bottom.  
So people would know because we we did imagine that it would be kind of a play pause experience with because it's when when you don't know the words and you have to like read it before and listen at the same time and if they speak fast and all that it's it's a there's a lot of things happening and at the same time.

**Participant 1** 33:39  
Yeah.

**Martin Simon Kimø Larsen** 33:40  
So it's very it's kind of an an art to.  
See what it what it the main focus is that we want and also we we've discussed like the captions, should they be you know over the video instead like you see normally where they're at the bottom as like an overlay.  
But then you would also have a lot of things happening there. There's also another thing, but sometimes some videos.

**Participant 1** 34:04  
Yeah, exactly. And also would say there are few videos that do have their own captions.

**Martin Simon Kimø Larsen** 34:11  
Segment. Exactly. Yeah.

**Participant 1** 34:12  
So I like that you will separate.

**Martin Simon Kimø Larsen** 34:14  
Yeah, and. And that's why I think we can never do that. But in theory it's it's interesting to talk about to see like what it how, how people actually using it in terms of is it just all separate that they look at the caption, then they look a little bit off the video and then they'll switch between or can you look at both?  
Sort of at the same time.  
Creates.  
Would you rather have fewer videos of high quality or more videos with the risk of lower quality?  
Does this question make sense for you?

**Participant 1** 34:50  
Yeah, it depends. Like what is lower quality right? Because so far I really like the quality. I could see perfectly here perfectly if maybe some.  
More than the video itself, if the audio is compromised, then I would say I would rather have better quality audio.

**Martin Simon Kimø Larsen** 35:09  
Yeah, it's a. It's for example with the missing sound, right, it's.  
We what we're looking into now is that it's like if we focus our efforts on.  
Checking each video more so we make sure that everything is perfect, that their captions are good, and all of these aspects is is perfect. Then we're going to limit the amount of videos that come in and potentially also philtre out some videos that some people would maybe like to have seen.  
Even though there were some things or some of the captions were not like exactly matching right so.  
So it's yeah. So it's kind of like that trade off between those two design decisions and.

**Participant 1** 35:56  
Yeah, I would say then for a learning purpose, I would like to have less video with higher quality.

**Martin Simon Kimø Larsen** 36:03  
OK. OK. Interesting. Yeah.  
Great. Next section videos versus articles. So you've read some articles as well or seen a bit of that and you've seen some videos, awesome.

**Participant 1** 36:13  
Yeah, yeah, yeah.

**Martin Simon Kimø Larsen** 36:17  
So.  
Well, articles was obviously something that or that was something that was already on this platform, seagull. So that we're kind of building on top of and.

**Participant 1** 36:25  
OK.

**Martin Simon Kimø Larsen** 36:29  
I mean it is from a research perspective reading of course.  
Something different and watching and it's kind of two different skill sets. So what would going to talk about? But this is kind of like.  
How do they compare to each other and how do they complement each other and what did you find more fun? What did you prefer so for the preference for the first one?  
Overall.

**Participant 1** 37:00  
Yeah, I would say I would give a 5050 because actually I do realise for learning nicely several aspect of the language. I need them both, so it's really nice to use the videos for more the spoken part, so I can really hear, let's say normal Danish and not maybe the audio. I I could listen in class where maybe there's just oversimplified and and match it with the words because that's another thing. Danish pronunciation is quite tough.

**Martin Simon Kimø Larsen** 37:00  
What did you?  
OK.  
OK.  
Yeah.

**Participant 1** 37:28  
And the thing the word pronounced. It's really nice.  
But at the same time, I really like also the article for vocabulary.

**Martin Simon Kimø Larsen** 37:36  
Said seeing the word pronounced. Do me here like hearing the.

**Participant 1** 37:38  
So basically, yeah, you have a word pronounced, but then when you see it written you yeah, it's. Yeah.

**Martin Simon Kimø Larsen** 37:45  
Like that? Yeah. So this pronunciation matches this written word. Yeah. Makes sense.

**Participant 1** 37:48  
Exactly, exactly in that sense. And then I would say article, it's really nice for more sentences and for more vocabulary.

**Martin Simon Kimø Larsen** 38:00  
OK.

**Participant 1** 38:00  
So I must say I like them both and I would say they're complementary.

**Martin Simon Kimø Larsen** 38:05  
You like? It makes. OK. That's very interesting. That's very interesting.  
We could only make assumption about that space, but it's it's going to be interesting to see that overall.  
Statistic of when we've had have everyone through that and and see what they they say about that, because I think our presumption also and how we kind of got into this space was that we've found ourselves learning a lot of different concepts through like YouTube videos and like you know the.  
It's you've you see a lot more learning right happen from videos because it's a pictures can't just a little more catching than than a text. But for this space, like learning a new language and all that, is it really like the best thing and we can only for the for the actual learning like we're not learning experts or something like that. So it's it's of course just like you're perceived learning on what you feel like.  
You've learned and or and and what you like the most and.  
But I think that those are very connected 'cause if you don't really like it, then you know everyday life is gonna hit and you don't really get it done or go into that exercise and all that. So it it is a trade off.

**Participant 1** 39:22  
Yeah.

**Martin Simon Kimø Larsen** 39:23  
For but yeah, for like the fun part that the engagement part would you also say it's?

**Participant 1** 39:27  
I would say maybe a video is more engagement and more fun, but the videos, yeah, but also surprisingly enough, like also reading these articles, especially when maybe it was a shorter article but on different topics that I got. OK, that's interesting. I didn't know. So I was surprisingly more interested than I thought also in articles so.

**Martin Simon Kimø Larsen** 39:32  
Videos. Yeah, so yes, OK.  
Mm hmm.  
Yes.

**Participant 1** 39:52  
Videos still win, but I would say also the article were nice.

**Martin Simon Kimø Larsen** 39:57  
Yeah, I just wrote down that this question might be a little bit too leading. I can see that when we are asking if you find videos more fun than articles, of course we wanna be as as objective as possible. So but great that that that you say that it's you've found a surprising.  
Fun also to read articles as well, it's it sounds like it's a bit of a 5050 on that on that fun part as well then.

**Participant 1** 40:20  
Yeah.

**Martin Simon Kimø Larsen** 40:25  
OK, great. For the last one, it's about the home page when you had to look for the the videos and the articles.  
There is a button to only philtre for for videos, but that might have come after you've watched videos.

**Participant 1** 40:44  
I yeah, I didn't see any distinguish because I tried to look I think and there was no way to just see articles and just see videos.

**Martin Simon Kimø Larsen** 40:45  
Yeah.  
Mm hmm mm hmm.  
Exactly.  
There is a option now, but only to philtre for the videos, because there's generally more articles. But this is what do you think about that like?  
It was it fine to just find them without.

**Participant 1** 41:10  
Yeah, I would say I may even know. So I click 10, OK, it's a video and then understood the how to recognise the video. So it was very easy in that sense. It would have been just nice if I don't know, I was.

**Martin Simon Kimø Larsen** 41:18  
\*\*\*\* them.  
How did you? How did you distinguish what was a video and what was an article?

**Participant 1** 41:24  
There is the kind of play symbol, so there is kind of a bigger image with a play symbol. So yeah.

**Martin Simon Kimø Larsen** 41:31  
Yeah, that's yeah, that's actually that's right. But well, we know that, but did you?

**Participant 1** 41:36  
So that it was quite easy and straightforward in that sense, once I understood which one, which was what.

**Martin Simon Kimø Larsen** 41:43  
Yeah, yeah, yeah. And do you think that's enough to to see the difference or would you like to have, like, a bigger difference between the articles and the videos?

**Participant 1** 41:56  
Honestly, no, it would be just nice as I said. But as I understand now, there is the option just to sort out, so if OK, I'm looking specifically for a video would like just to have all the videos so I don't have just to Scroll down and look for it.

**Martin Simon Kimø Larsen** 42:03  
Yeah.  
Yeah. And I think that there's also something here about the, the the study that we're doing that right now, 'cause, we're forcing you to for one set for some of the sessions, do either article or videos, right. So you're now going into search specifically one or the other. If you were to use this like next week, just on your own in your free time, you would maybe be more browsing or would you? Well, that's a good question. Would you, do you think you would if you were to use it?  
Like next week, would you go in and like look specifically for one or the other? Or would you maybe just, OK.

**Participant 1** 42:45  
I would say yes, maybe maybe if I don't know. OK. Now I would like to read on something and I also see in the articles there is a lot of nice varieties. So maybe let's see some news and I found, I don't know, OK, this article boom, I I will go for it. So it would still be nice to distinguish based on the mood or what I would like to do just to yeah, pick up one or the other.

**Martin Simon Kimø Larsen** 43:00  
Mm hmm.  
OK.  
OK. Yeah. If you're in the mood for like an article or a video.

**Participant 1** 43:14  
Yeah. Yeah, precisely.

**Martin Simon Kimø Larsen** 43:14  
That. Yeah, OK. Yeah. Interesting. Yeah.  
So what about the ratio like right? As of right now, for how many videos there is and how many articles there is in the front?  
You said that it like you were able to find the videos, so I assume that you didn't find them totally hidden, but would you have wanted more?

**Participant 1** 43:38  
No, I would say it was a overall a goods amount, so yeah.  
If maybe I was starting using it right now and using it regularly every week, then maybe having more variety could be something I would like to have. But now for the purpose of this study you did, it was more than enough.

**Martin Simon Kimø Larsen** 43:49  
Yeah.  
And great but. But that's very interesting, 'cause. We're obviously well we as I as we've said, it's limited for as of right now for the study. But when we're having this talk right now we're talking about like.  
In in an act like in the future, right and in in, in a full on platform and to solve this problem space. So when you say more of a variety is that in the kind of in the content?  
Or.

**Participant 1** 44:27  
Is like, yeah, maybe both.  
Content, even though I saw there was quite a big variety in the content, but maybe even more topics and then maybe even more articles. So if I see or watch one or two articles and videos per week, then maybe it would be nice to have yeah more things and different topics and so on.

**Martin Simon Kimø Larsen** 44:35  
Mm hmm.  
Mm hmm.  
In.  
Yeah. Did you? Did you ever go well? I've assume. Did you go to the bottom and then see there? There's new videos and articles coming and stuff like that.

**Participant 1** 45:00  
I mean not to the bottom bottom, but they scrolled down quite a bit, yes.

**Martin Simon Kimø Larsen** 45:03  
OK. Yeah, yeah, yeah, yeah. I don't think it ever finishes, actually. No. Well, it would do at some point, I assume. But there is a lot. I I know you can scroll until you've seen, like, everything there is in the database. Yeah. And for articles that's like millions. So that would take a long time. Great. The last section here is kind of for, like, a little overall reflection, but also for future use.

**Participant 1** 45:08  
OK.  
Yeah.

**Martin Simon Kimø Larsen** 45:32  
And for the first question, whether you would be using seagull after the study.  
It's non binding of course, and it's we're we're asking is in terms of.  
Also.  
How? Like your experience as of now?  
Did that was that kind of like something that?  
Is interesting enough for you to kind of continue using that time of type of solution for this space. So do you think you would be using it after the study?

**Participant 1** 46:10  
Actually yes, I really liked it because it's quite interactive and the user friendly. So I would say is really nice because also when I throw myself and try to read like articles then I have to look up for some words and yeah.

**Martin Simon Kimø Larsen** 46:18  
Hmm.  
None.

**Participant 1** 46:26  
Whereas in this case it's nice you have your article, you can, yeah. Choose the word you would like to translate and in that sense I would say is really nice. Yeah. And also there are some, sorry, some timing so you know, OK, this is going to be a short article now. I just don't want to focus too long. So I will read this short article and that's it.

**Martin Simon Kimø Larsen** 46:29  
Right, yeah.  
All right.  
Did you use this one, Sir?  
Sector. Yeah. Was there anything about the length of the videos that you thought you would have liked some longer or some shorter videos?

**Participant 1** 46:58  
Maybe as I said, like as in the article, it would be nice just to see. OK, I have the option to choose a 5 minute video. I don't really have a lot of time or I cannot focus too long or also maybe OK, I have some time I like to take a 20 minutes video.

**Martin Simon Kimø Larsen** 47:07  
Mm hmm.  
Yeah.  
Yeah, I think right now that is actually the space that we're going within 4 to 20 minutes videos.  
So so there will be well within that as of now because that's kind of, but because shorter videos than 4 minutes might be like a little too short for learning and more than 20 minutes is also a lot for a lot of people.  
But that's that's very interesting. Did you, when you when you saw the articles, did you click the link and go to the external website or did you like save it and then read it in the?

**Participant 1** 47:51  
I did both actually, but then it was just more convenient to save it and read it in the reading mode in segu.

**Martin Simon Kimø Larsen** 47:58  
Yeah. In the video mode, that's something that we're we're speaking with the the product owner of Sequo on as of right now, because it's it seems a little bit unintuitive that you have to like save it and then you can read it. In our opinion, it should just automatically like you just automatically watch it in that single reader. And then you then you can like pick to go to the external website if you want.

**Participant 1** 48:13  
Yeah.  
Yeah, yeah.  
Exactly. Yeah, yeah, I agree.

**Martin Simon Kimø Larsen** 48:24  
To watch it there.  
Yeah.  
OK, great. So watching seagull videos in seagull is that would you say that is offering is something that you don't get on like other language environments?

**Participant 1** 48:42  
I would say for me was a new experience watching a video with the interactive subtitles, so I would say yes, in YouTube you can find some titles. Sometimes yes, better, sometimes a bit less better. But it was really nice to have the yeah, the opportunity to translate in on spots, honestly. Because yeah, otherwise it would be a back and forth with Google Translate.

**Martin Simon Kimø Larsen** 48:49  
Mm hmm.  
Would you, would you see videos as well and see what if you were to use it in the future, do you think you would mainly focus on articles?

**Participant 1** 49:16  
No, I will say would also watch videos because again for the spoken part is really nice to see the matching word and also having the opportunity to translate it on spots. It's nice.

**Martin Simon Kimø Larsen** 49:28  
Great. What about, like finding finding your own videos and or something is that I don't know how much you use like YouTube or something.  
Similar, but is there something there where you think?  
Maybe it would be nice if you found a video sometime that you could put it in kind of and see it in seagull or.

**Participant 1** 49:51  
I mean, it would not be a major part because I honestly do watch YouTube videos most of the time. Maybe it's just in English just for usefulness I would say. But maybe if there is sometimes a specific topic it would be cool to bring it in zigu yes, but also not the highest priority, I would say.

**Martin Simon Kimø Larsen** 49:52  
It.  
Nope.  
Yeah, yes, yeah.  
Yeah.  
No, I get that. I get that OK and overall like was there something, anything other than what we've talked about already that you wish wish like the system could do that it that it didn't today or is like an experience where you had like oh you were expecting something? I don't know if there's anything, did you see anything in the notes?

**Participant 1** 50:39  
I mean, not really. Maybe this thing of the video you're asking, it would be for me for what I'm doing, at least more nicely to have with an article. So maybe if there is an article I'm reading which is in Danish, just because I guess I'm more exposed to Danish articles than to Danish videos, it would be nice for me to bring it in in zigu, yes.

**Martin Simon Kimø Larsen** 50:53  
Mm hmm.  
Mm hmm.  
OK, you can actually already do that.

**Participant 1** 51:05  
OK.

**Martin Simon Kimø Larsen** 51:06  
If you see an article they have.  
Like Chrome extension such that you can load it in. Do I have it? It's this one called the SQL reader. Yeah. So now it did it automatically when I clicked on it. But if I go to this and I'm in an article and you just right click anywhere there is there is read with segu.

**Participant 1** 51:14  
Oh, OK.  
OK, that's cool. I did.  
Mm hmm.  
OK. Yeah.

**Martin Simon Kimø Larsen** 51:33  
And then it loads it in this mode, and then the word should you can translate the words.  
And then those words goes into the exercises as well as when you do that. But it only works on Google Chrome and on Firefox I think, yeah.

**Participant 1** 51:48  
Yeah, OK. Yeah.  
Cool.

**Martin Simon Kimø Larsen** 51:51  
Awesome. Great. We can we can send you a link to where you can download the extension, yeah.

**Participant 1** 51:58  
Oh yeah, that would be nice actually.

**Martin Simon Kimø Larsen** 52:01  
We will do that.  
Awesome.  
This was not copied, Sir. This was supposed to be delive.  
Red. Great. Do you feel like you're learn your tagline better by watching videos on seagull? I think this is more. It's a lot of like a leading question.  
Here because.  
Obviously you've used it for only like 4 sessions, so talking about learning is.  
A little bit difficult, but we've you've already said that it's like you feel like it's good to hear the spoken part and but still having the mix of that with articles. So I think we'll just skip that now and remove that here, great.  
That's 5 minutes to time as well. I think we came around a lot of the things. Is there something you have Participant 1 that you feel like we haven't covered or any reflections that?  
It's not a new notebook. We will take another passage or notebook as well and and look that.

**Participant 1** 53:10  
Yeah, no, but see, I've also between what we've discussed today and what I have written in the notebook, I've covered everything. The other thing I think the the exercises are are quite nice. Just maybe sometimes a bit basic or simple and a few things. Maybe that can be improved. But yeah, overall it's nice just to repeat and see repeated that words. So you can just memorise it more and fix it more. So yeah.

**Martin Simon Kimø Larsen** 53:35  
Mm hmm.  
Great. Yeah, that's good. Good. Reflections. Perfect. Thank you so much.  
We'll we'll take that on and compile that with the everyone else on the participant teams and what they say and then.  
Someone and we will implement some of the things and then you're of course free to keep using the platform. It's it is like a research project platform. So more research students will probably come in the future and make new advancements.  
And and and keep developing and and I mean for learning Danish. It's probably it. I know that a lot of the content is kind of curated and there's some sources that is handpicked by.  
By native Danish language speakers, so for getting content that is relevant for Danish, I think it's actually a quite good platform in terms of that. But but yeah, thank you so much.  
We'll, we'll run on to the next interview here and have a have a nice day.

**Participant 1** 54:46  
Yeah. Thank you. And best of luck.

**Martin Simon Kimø Larsen** 54:49  
Thank you.

**Participant 1** 54:51  
Bye bye.

**Martin Simon Kimø Larsen** stoppede transskriptionen