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ANALYSIS OF WEBSITE *WWW.DEUTSCHAKADEMIE.DE* AS A GERMAN LANGUAGE LEARNING RESOURCE

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Abstract

This study aims to evaluate the advantages and disadvantages of the DeutschAkademie level A1 website as an online German language learning resource. The analysis in this study was conducted using the Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache by Rösler, (2002) and the Common European Framework of Reference for Languages (CEFR). The results of the study indicate that the DeutschAkademie website has many advantages, including a systematic material structure in accordance with the CEFR level A1 standard, various interactive learning features (Grammatikthema, Übungen, Audiotrainer, Prüfungstrainer), and easy free access without registration via desktop or mobile applications. In addition, vocabulary and grammar materials are also in accordance with the CEFR level A1 standard presented in the context of everyday life. In addition, there are several disadvantages, such as the lack of additional materials in PDF/download format, the absence of an internal glossary, the absence of direct speaking skills (Sprechen), as well as limitations in various types of interactive media and responsiveness to mobile screen displays. Thus, it can be concluded that the DeutschAkademie website is suitable for use as an online German language learning resource at the A1 level. However, further improvements are needed to include additional materials, speaking exercises, and various other digital media such as text, images, audio, video, and animations for the learning process.

Keywords: Website *www.deutschakademie.de*, Online Learning, German Language, Common European Framework of Reference for Languages (CEFR) Level A1, Criteria Catalogue for Internet Learning Materials for German as a Foreign Language.

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1. INTRODUCTION

Effective learning resources are needed to meet the challenges of 21st-century learning, driven by the need for foreign language proficiency, including German, an important language in Europe. Analyzing online foreign language learning platforms is crucial for evaluating their effectiveness, excellence, and contribution to the learning process. These platforms serve as strategic tools for addressing these needs, providing broad access, flexible timeframes, and materials tailored to individual needs. Such analysis not only benefits students and teachers but also helps develop high-quality digital learning media.

The importance of modern learning resources in foreign language learning is inextricably linked to the changing learning styles of today's students, which are more visual, interactive, and prioritize accessibility. Conventional learning resources such as textbooks, while still relevant, must now compete with digital learning media that offer a more contextual and applicable approach. Websites, as one form of digital platform, offer various advantages in the language learning process. Their flexible, interactive, and easily accessible characteristics make websites a highly potential medium for supporting both independent and structured learning. The relevance of using websites as a learning medium is also reinforced by the high global internet penetration, which facilitates access to a variety of learning resources.

DeutschAkademie has approximately 500,000 monthly active users across multiple countries, making it one of the most popular online German language learning platforms. Furthermore, the availability of free learning materials makes this website inclusive and accessible to anyone, without any cost restrictions.

DeutschAkademie also has several advantages compared to learning platforms like *Easy-Online-German* and *Lingohut*. While *Easy-Online-German* presents grammar materials regularly, it lacks interactive features or student progress tracking. This website is better used as a supplementary reference rather than a primary learning resource. In contrast, *Lingohut* offers an engaging vocabulary-based and audio-visual learning approach for beginners. However, it lacks a systematic curriculum structure and is lacking in the presentation of grammatical and evaluative materials.

Meanwhile, DeutschAkademie combines all aspects of learning into one website that supports each other, such as materials, exercises, assessments, and discussion forums. This allows for a more consistent and focused foreign language learning experience in line with ideal foreign language learning standards. DeutschAkademie is an e-learning platform that offers German language courses for all levels, from A1, A2, B1, B2, to C1, which are in accordance with the *European framework of reference for languages (Common European Framework of Reference for Languages – CEFR)*.

The CEFR, or *Gemeinsamer Europäischer Referenzrahmen für Sprachen (GER)* in German, is an international standard used to measure and classify a person's language proficiency in various languages, including German. This standard divides language proficiency into six levels: A1, A2, B1, B2, C1, and C2, indicating skill levels from beginner to advanced.

In German language learning, the CEFR serves as an important reference for developing teaching materials and assessing language proficiency. By using it as a guide, teachers can design curricula tailored to students' needs and abilities, and ensure that the material taught is relevant and well-structured. Based on the criteria established in the CEFR, language proficiency assessment can be conducted objectively, providing a clear picture of student progress. Therefore, in this thesis, to ensure compliance with applicable international standards, the CEFR terminology will be used consistently as a reference in developing and assessing German language learning materials, particularly at the A1 level.

To assess the quality of German language learning websites, specific criteria developed by experts in the field of foreign language learning can also be used, in addition to referring to the CEFR framework. The *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache* (Criteria Catalog of Internet Learning Materials for German as a Foreign Language) compiled by Rösler (2002) is a relevant reference.

The criteria catalog is used, with aspects evaluated including clarity of learning objectives, appropriateness of content to competency level, media interactivity, and support for independent learning. Using these criteria, evaluations of learning websites like DeutschAkademie can be conducted more systematically and academically.

In the digital age, German language learning can be done through various online platforms. One such platform is the DeutschAkademie website, which offers German language courses. However, to assess the website's suitability for German language learning standards, an analysis must be conducted according to established criteria.

One of the criteria used to assess the suitability of German language learning websites is the *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache* (Criteria Catalog of Internet Learning Materials for German as a Foreign Language) according to Rösler (2002). This *Kriterienkatalog* is a framework used to assess the quality of online German language learning materials. It covers several aspects, such as clarity of learning objectives, suitability of the material to the student's ability level, and effectiveness of the learning methods.

The "Criteria for Internet Learning Materials for German as a Foreign Language" (*Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache*) was developed by Dietmar Rösler, an expert in the field of learning German as a foreign language. It is designed to assist teachers and developers of online German learning materials in creating high-quality and effective materials. Using this "*Kriterienkatalog*", teachers can assess the suitability of online learning materials to established German language learning standards. In this study, we will analyze the suitability of the DeutschAkademie website against the criteria developed by Dietmar Rösler. This analysis will help assess the website's quality as an online German learning platform.

The DeutschAkademie website is also appealing because it offers various features and functions to support effective learning. One such feature is the German language course app (*Deutschkurs.App*), which can be flexibly accessed via mobile devices such as iPhones and iPads. Other features include practice questions based on ability level (*Übungen*), ability level tests

(*Prüfungstrainer*), listening ability tests (*Audiotrainer*), *Grammatikthema* materials, and *Dative/Akkusative* case materials.

In this study, the term "feature" refers to the components or elements available within the learning platform, such as practice exercises and digital materials, while "function" refers to the role or usefulness of these features in supporting the German language learning process. To maintain consistency in the writing, the terms "feature and function" will be used simultaneously throughout the discussion to represent the technical components and their contribution to learning.

Previous research relevant to this study includes Lestari (2015), who analyzed the website *easy-online-german.com* as a tool for self-study of German language learning. Hartuti (2024) also analyzed the website *lingohut.com*, which was used as a resource for learning German vocabulary at the A1 level according to the CEFR.

Lestari (2015) concluded that *easy-online-german.com* is effective as a tool for self-study of German language learning, with materials covering basic vocabulary and grammar, as well as interactive exercises that enhance user comprehension. However, the site's drawback is the lack of in-depth grammar explanations, which can be challenging for users seeking more advanced understanding.

Hartuti (2024) then found that the website *lingohut.com* was highly effective in helping students learn German vocabulary at the A1 level according to the CEFR standards, using interactive and enjoyable learning methods. The website stands out for its engaging presentation of material, audio-visual-based learning methods, and easy accessibility. However, the website does not provide speaking (*Sprechen*) and listening (*Hören*) practice, requiring users to utilize additional resources to improve their overall communication skills.

Based on these two studies, it can be concluded that while there are online learning websites that are useful for beginner German learners and can be effective tools for supporting independent German language learning, these sites have limitations in their material coverage, particularly in aspects of grammar and basic language skills. Therefore, an analysis of other, better German language learning websites, such as *DeutschAkademie*, is necessary.

With its engaging learning structure, interactive exercises, and alignment of the material with the CEFR standards, the *DeutschAkademie* website has advantages. However, a thorough analysis is needed to determine its effectiveness and comprehensiveness. This research is expected to help identify and evaluate the quality of the *DeutschAkademie* website's materials as a comprehensive German language learning resource based on modern language learning theory. The *DeutschAkademie* website is one such website worthy of analysis. It is widely known among German learners and used by thousands of users from various countries.

DeutschAkademie boasts comprehensive features, such as interactive grammar classes based on CEFR levels, a Q&A forum with teachers, and free learning without registration. With all these advantages, the *DeutschAkademie* website is interesting to study further as a German language learning resource, especially for self-study. Based on the above, the researcher is interested in

conducting a study entitled "Analysis of Website *www.deutschakademie.de* as a German Language Learning Resource."

2. LITERATURE REVIEW

Foreign Language Learning in the Digital Era

Advances in information technology are increasingly bringing significant changes to everything, including foreign language learning. The advent of technology in this digital era has significantly altered the processes and strategies of language learning and teaching. Various innovations have brought benefits, including digital devices, online learning platforms, and internet-based learning systems, to expand access and flexibility to learning resources (Küçükler, 2020, p. 209).

Language Learning Standards: CEFR

The CEFR was developed to provide a clear and comprehensive basis for learning, teaching and assessing foreign language skills that can be used across countries and cultures through a descriptive approach that takes into account social and pragmatic contexts, and focuses on the learner's communicative abilities (Council of Europe, 2001).

Deutsch Akademie as a Learning Website

DeutschAkademie is one of the most well-known and widely used online German language learning websites worldwide. It offers a variety of levels for structured, independent learning, from beginner to advanced. DeutschAkademie presents systematically developed materials in accordance with CEFR standards, using a communicative and task-based approach to help students learn the language through real-life activities.

Criteria for Assessing the Quality of German Language Learning Websites

In today's digital age, evaluating online learning media has become a crucial aspect to ensure the high quality and effectiveness of teaching resources. Pedagogical and technological aspects, as well as their relationship to independent learning needs, are incorporated into this assessment. Professional experts have developed various evaluation models to assist this process. One such model is the evaluation system used for learning German.

3. METHODOLOGY

This study uses a qualitative descriptive method. The object of this study is the DeutschAkademie website. This website was chosen because it provides free and comprehensive German language learning resources, particularly for level A1, which is relevant to the objectives of this study. The focus of this analysis was selectively chosen based on criteria of relevance to language learning standards (CEFR level A1) and the Kriterienkatalog for language learning by (Rösler, 2002) to ensure that the collected data is informative for achieving the research objectives. The data collection techniques in this study used data collection through documentation and non-participatory observation. These techniques allow researchers to observe naturally occurring

phenomena without influencing the research object to ensure that the collected data remains objective. With the combination of documentation and non-participatory observation techniques supported by observation guidelines, this study was able to produce rich, in-depth, and relevant data collection to meet the objectives of qualitative research.

4. RESULTS AND DISCUSSION

Content Structure and Organization

The DeutschAkademie website organizes learning materials based on levels A1 to C1, aligning with the *Common European Framework for Languages* (CEFR) standards, at each level. Each level is equipped with grammar modules, interactive exercises, and assessment tests. This structure allows learners to follow a gradual flow at their own pace, starting with mastering vocabulary and simple structures at levels A1-C1, thus developing academic writing skills and understanding complex discourse at levels A1-C1. This organizational pattern makes the content easier to understand because users can navigate through the content according to a logical language learning sequence.

This structure aligns with the structural-sequential principle, where the material is structured from simple to more complex, according to the development of competencies in language learning. Furthermore, the appropriateness of the learning level is in accordance with the CEFR standards, which strengthens the validity of the content, as this framework is an international standard used in many language learning planning, implementation, and evaluations (Council of Europe, 2020). Furthermore, the existence of systematically structured content supports the effectiveness of language learning in the digital era, as explained by Rösler (2002), who stated that clarity of objectives and order of material are the main criteria in evaluating the quality of online learning media.

Furthermore, content organization can help users choose a level that suits their needs and abilities and also demonstrates support for flexible, independent learning. This aligns with Lestari's (2015) and Hartuti's (2024) perspective that German language digital media should provide systematic learning access while remaining flexible enough to be tailored to individual needs. Therefore, the content organization on the DeutschAkademie website can be seen as one of its key strengths in supporting online German language learning.

Overall, these features aim to help users master various aspects of the German language, from vocabulary and grammar to oral comprehension. In addition to learning materials, the website also offers paid online courses and a discussion forum. Another advantage of this platform is its easy and inclusive access, as it is free to use without registration. With a blue and white color combination, the website is designed with a simple, minimalist, and easy-to-navigate appearance, creating a comprehensive and visually pleasing learning environment for its users.

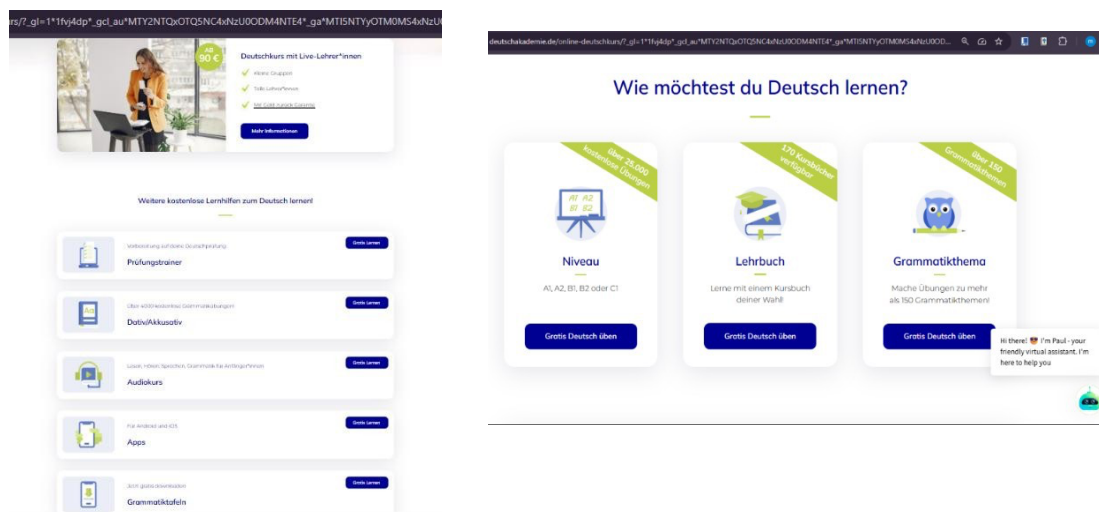


Figure 1. Main Menu Structure of the DeutschAkademie Website

Main Features and Functions

The DeutschAkademie website offers a variety of features designed to support independent German language learning and complement formal learning, including *Grammatikthema*, *Übungen*, *Audiotrainer*, and *Prüfungstrainer*. Key features include free online courses, interactive multiple-choice and short-answer exercises, a user-to-user discussion forum, and a mobile app. Each exercise is equipped with automated feedback so learners can immediately identify and correct errors. These features reflect the principles of digital learning, which emphasize independence, active engagement, and flexibility. This aligns with Rösler's (2002) view, which asserts that the quality of online learning media is determined by the consistency of the material, interactivity, and suitability to learners' needs. Therefore, the use of digital technology on the DeutschAkademie website can increase learning effectiveness while providing flexibility for independent learners.

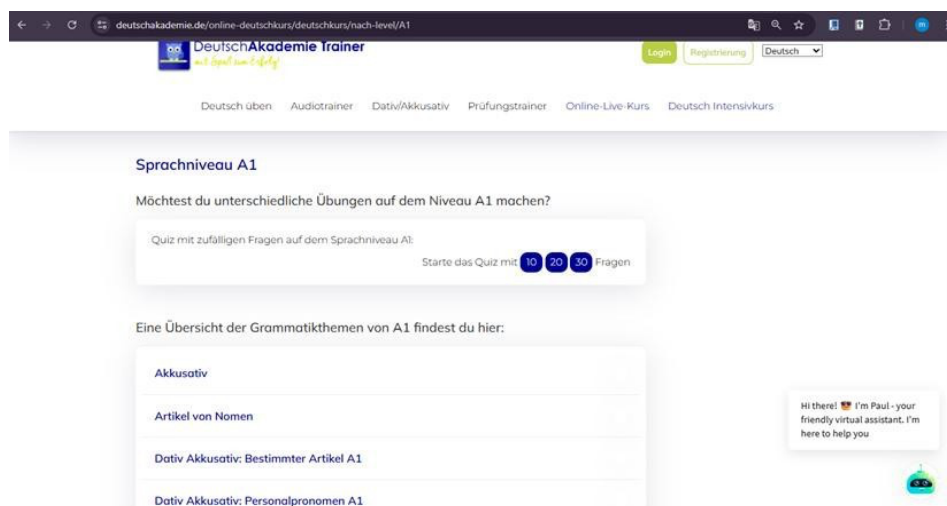


Figure. 2. Display of *Grammatikthema* Level A1

In conjunction with the theory outlined in Chapter II, the features on the DeutschAkademie website align with the concept of technology-based language learning media, where interactivity is a crucial factor in enhancing motivation and learning outcomes. Lestari (2015) emphasized that a well-structured German language learning website can support systematic self-study. Similarly, Hartuti (2024) also found that CEFR-based online learning sites can facilitate beginner learners' vocabulary mastery through clear and interactive content presentation. Therefore, it can be concluded that the features and functions of the DeutschAkademie website not only support self-study but are also relevant to digital-based foreign language learning theory.

Compliance with CEFR Standards

The learning materials on the DeutschAkademie website are structured according to levels A1-C1, in accordance with the CEFR standards. At level A1, for example, the material covers basic skills such as introducing oneself, understanding simple expressions, and writing short sentences. At level A2, learners are guided to understand short texts used every day, interact in common situations, and express basic needs. Continuing to levels B1 and B2, the material focuses on understanding more complex texts, writing narrative and argumentative texts, and participating in simple discussions. At level C1, students understand academic or professional texts by expressing ideas clearly and communicating fluently with native speakers. This pattern aligns with the CEFR competency descriptors, which emphasize receptive (listening, reading), productive (speaking, writing), and interactive (interacting) skills. However, research results indicate that while the content aligns strongly with CEFR standards in the receptive (reading and listening) aspects, the productive aspects, particularly speaking skills, are not fully covered.

When linked to the theory outlined in Chapter II, the application of CEFR in the preparation of this material demonstrates an effort to standardize language learning, as emphasized by North (2014) that CEFR is a universal reference that facilitates comparison of learning outcomes between countries. However, to meet all CEFR standards, especially in terms of oral productive skills, the development of technology-based features is required, such as speech recognition or virtual face-to-face interaction. Therefore, the DeutschAkademie material is in accordance with CEFR standards in terms of receptive competency structure and is partly efficient. However, to meet the demands of CEFR standards, speaking skills still need to be improved.

Analysis Using Rösler's Criteria Katalog

An evaluation of the DeutschAkademie website using the *Kriterienkatalog* developed by Rösler (2002) showed that the website has several strengths and limitations in didactic, linguistic, and technical aspects. The material presented, from levels A1-C1, is clear, structured, and competency-based. This aligns with the learner-oriented principle emphasized in the Criteria Katalog, which states that learning media should be tailored to the needs and abilities of users, as outlined by Rösler (2002), so that learners can gradually develop language skills.

Linguistically, the DeutschAkademie website largely complies with standard German grammar. The structure of context-based exercises and the use of authentic example sentences demonstrate adherence to linguistic standards. However, the variety of language varieties, particularly dialects, remains limited. This limitation aligns with the criticism outlined by Rösler

(2002), who argued that most online foreign language learning media tend to emphasize the use of standard language (Standarddeutsch) and under-represent the linguistic variety that is present in real-life communication.

Furthermore, the DeutschAkademie website excels in technical accessibility, as all materials are freely accessible without registration. Its design is lightweight and easy to use even on low-spec devices. However, its weaknesses include its simplistic interface and its lack of support for visual multimodality, which can reduce motivation for visual-kinesthetic learning.

Thus, based on Rösler's *Kriterienkatalog* analysis, it can be concluded that the DeutschAkademie website meets most of the main criteria, particularly in the didactic and linguistic aspects. However, technical development is still needed to make the learning experience more engaging, interactive, and aligned with the principles of modern technology-based language learning.

Content Structure & Organization

The DeutschAkademie website's content structure, organized according to CEFR levels, reflects the structural-sequential principle, which organizes material from simple to more complex levels in a gradual manner. This aligns with the Council of Europe (2001, 2020), which states that the CEFR standards serve as an international benchmark for measuring language skills consistently and progressively. Compared to other platforms such as *Duolingo* or *Babbel*, this structure offers the advantage of highly consistent content structure with the CEFR and a detailed emphasis on grammar. However, it also has the disadvantage of limited variety in productive oral skills, as the DeutschAkademie website does not yet offer speech recognition or live communication-based exercises. Therefore, it can be said that the content organization on DeutschAkademie is a key advantage, as it maintains a sound structure in line with CEFR standards and supports systematic, independent learning. However, further development is needed to strengthen the communicative aspect to balance receptive and grammatical skills.

Features & Functions

Available features, such as *Grammatikthema*, *Übungen*, *Audiotrainer*, and *Prüfungstrainer*, directly support both receptive and productive skills in learning German. Interactive exercises can help learners obtain automatic feedback, while the Audiotrainer assists in practicing listening and pronunciation skills. As emphasized in Rösler's (2002) *Kriterienkatalog* theory, the quality of online learning media is determined by the presence of interactive features that provide automatic feedback to learners. Thus, the features in DeutschAkademie align with the principles of evaluating effective digital learning media.

These findings align with research by Lestari (2015), who found that online German learning sites can be effective self-teaching tools if they provide varied and systematic exercises. Furthermore, Hartuti (2024) demonstrated that the use of CEFR-based media helps beginner learners master vocabulary and grammar through interactive digital exercises.

However, limitations in features based on direct oral communication, such as speech recognition or audio-video-based forums, are important considerations, as they reduce opportunities for learners to practice authentic speaking skills. Consequently, users will find greater assistance in improving their reading, writing, and listening skills, but still require additional support to develop their speaking skills in real-world contexts.

The following are the main features available specifically for beginner students at level A1: *DeutschkursApp*: A mobile app that provides easy-to-access learning materials, including interactive exercises and flexible grammar modules, available on iOS and Android.

1. **Level Up**: An interactive exercise that can be customized based on the student's learning level and can be repeated indefinitely, providing immediate feedback after answering questions. The goal is to improve students' understanding of basic grammar and expand thematic vocabulary, such as Personal Data (*Persönliche Daten*), Family (*Familie*), *Hobbys und Freizeit* (Hobbies and Leisure), which includes multiple-choice, short-answer, and matching questions.
2. **Practice Exams**: A preparation for standardized exams by conducting exercises to independently assess and evaluate the extent of the test's performance. These exercises can then be selected based on the CEFR's A1-B2 standard (*Goethe-Zertifikat*, *ÖIF*, *ÖSD*, and *telc Deutsch*).
3. **Audio Courses (audio exercises)**: An audio-based listening comprehension test (*Hörverstehen*) provided by native German speakers to help students understand basic information, such as names, hobbies, addresses, and so on.
4. **Grammar Module**: This module contains grammatical learning materials, such as 33 *Grammatikthema* at level A1, along with 4,000 free exercises on the *Dative/Akkusative*, structured according to the learning sequence.
5. **Discussion Forum (Online Forum)**: An online communication space that helps users communicate, ask questions, and receive explanations from instructors and fellow students.
6. **Free Access Without Registration**: All materials can be used without creating an account, providing flexible and inclusive access.
7. **Online-Live-Courses**: An online course with a customizable schedule and start date, and you can choose from a variety of courses, including Intensive Courses, Semi-Intensive Courses, and Weekend Courses. The online course is conducted via Zoom with a maximum of 12 participants at all levels, from A1 to C2. Each course type has a different schedule and can also take a placement test to enter the online course.
8. **Grammatikthema**: DeutschAkademie has a special feature designed for the material, accessible through the "*Online Deutschkurs; Grammatikthema; level A1*" menu. Each topic is accompanied by brief explanations, for example, on sentence usage, interactive exercises, and direct feedback. Therefore, in "*Grammatikthema*" at level A1, there are not live or face-to-face classes, but rather self-paced interactive grammar lessons that can be accessed for free without logging in.

The material at levels A1-A2 aligns with the CEFR descriptors, which state that learners are able to use simple expressions for everyday needs. Furthermore, levels B1-C1 focus on skills in understanding complex texts, constructing arguments, and participating in discussions, as described in the CEFR descriptors (Council of Europe, 2001, 2020).

However, the depth of the material does not appear to fully cover the speaking (*Sprechen*) skills directly, as mandated by the CEFR in the receptive (listening and reading) and productive (*Schreiben*) aspects of writing. Therefore, the interactive aspect of speaking (*Sprechen*) still requires further development.

This reinforces the research findings of Hartuti (2024) that online platforms tend to place greater emphasis on vocabulary and grammar, but the aspect of oral language production remains suboptimal. Furthermore, Lestari (2015) found that websites teaching German online emphasize structural learning over communication activities.

Thus, the material's alignment with the CEFR can be considered quite high in terms of structure, grammar, and vocabulary. However, it still needs to be enriched in the interactive speaking skills aspect to fully meet the communicative competence standards.

Full details of the *Oberfläche und Navigation* evaluation results based on Rösler's (2002) Criteria can be found in Appendix 2, pages 60-61.



Figure 3. Display of the Interactive Practice Feature in DeutschAkademie

Evaluation Using Rösler's Criteria for the Catalogue

Analyzed using didactic criteria, this website has several strengths and weaknesses. From a didactic perspective, the website presents structured material in accordance with CEFR standards, accompanied by interactive exercises and evaluation tests that help learners measure their progress independently. This aligns with Rösler's criteria, which state that good online learning media must have a clear structure, clear objectives, and support independent learning.

From a linguistic perspective, the research results indicate that the grammar, vocabulary, and written exercises in DeutschAkademie meet Rösler's Criteria for the Catalogue, but there is still a lack of authentic input variety, particularly in speaking skills. Therefore, while the website is effective in supporting receptive and grammatical skills, the oral communicative aspect still requires further development. Technically, DeutschAkademie's main strengths lie in its simple interface, easy-to-understand navigation, and free accessibility without registration. However, it still lacks multimodal elements, such as video or audio-based interactive features, which could potentially increase user engagement.

In other words, the results of this evaluation show that DeutschAkademie is an online learning tool that meets most of the didactic and linguistic criteria of the Rösler Criteria Catalog. However, further technical development is needed to make it more engaging, interactive, and suited to the needs of language learning in the digital age.

Table 1. Advantages and Disadvantages of the DeutschAkademie Level A1 Website

Aspects (Rösler, 2002)	Advantages (DeutschAkademie level A1)	Disadvantages (DeutschAkademie level A1)
<i>Technische Aspekte</i>	Simple and clear navigation; materials can be accessed for free without logging in.	No drag-and-drop features, animations, or pop-up glossaries.
<i>Übungen und Aufgaben</i>	Varied exercises (<i>Grammatikthema, Audiotrainer, Prüfungstrainer</i>) with immediate feedback.	Exercise instructions are sometimes brief, no adaptive difficulty levels.
<i>Interaktivität & Online-Kommunikation</i>	There is a user discussion forum; exercises provide independent interactivity.	No online tutor, chat, or email learning support.
<i>Feedback</i>	Provides instant right/wrong feedback.	Feedback is still limited, no detailed corrections or explanations of answer variations.

<i>Fertigkeiten: Hören, Lesen</i>	Good quality audio, easy-to-read text.	<i>Sprechen</i> skills are less facilitated; <i>Schreiben</i> is limited.
<i>Grammatik & Regeln/Erklärungen</i>	Grammar is explained clearly, with examples and exercises.	There is no choice between a concise and a detailed version; not all rules are visualized.
<i>Wortschatz</i>	Vocabulary is appropriate for CEFR level A1, presented by theme (family, hobbies, work).	There is no internal dictionary or click for meaning feature.
<i>Tests</i>	<i>Prüfungstrainer</i> available for self evaluation.	No automatic progress diagnosis system.
<i>Landeskunde</i>	Some thematic material related to daily life in Germany.	Not in-depth; limited to simple texts.
<i>Spiele & Aussprache</i>	– (not available at Level A1).	No language games or recording-based pronunciation training.

5. CONCLUSION

Based on the analysis of the DeutschAkademie website using Rösler's (2002) Criteria for Internet Learning German as a Language (*Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache*) and the *Common European Framework of Reference for Languages* (CEFR) standards, the following conclusions were drawn:

1. Content Structure and Organization: The DeutschAkademie website presents learning materials systematically and progressively, aligning with CEFR level A1 standards. This facilitates students' learning, from simple to complex topics. However, the website does not provide a customizable learning path based on each individual's ability level.
2. Features and Functions: The DeutschAkademie website has numerous learning features, such as Grammar themes, Levels, Uploads, Learning Trainers, and Audio Trainers, which support independent, interactive learning. However, the internal vocabulary and other additional vocabulary materials are not yet available in context.

3. Access and Navigation: The DeutschAkademie website is very simple, easy to understand, user-friendly, accessible without registration, and has limited mobile device applications.
4. Material Compliance with CEFR Level A1: The vocabulary and grammar materials available on the DeutschAkademie website align with the CEFR Level A1 standards, covering everyday topics. Furthermore, speaking skills are still lacking due to the lack of direct speaking (*Sprechen*) exercises.
5. Compliance with the *Kriterienkatalog* by Rösler (2002): The DeutschAkademie website meets most of the *Kriterienkatalog* criteria in terms of material structure, originality, and interactivity with direct feedback. However, several other aspects, such as speaking skills (*Sprechen*), videos, animations, and Landeskunde (cultural studies), are still limited.

Overall, it can be concluded that the DeutschAkademie website is suitable for use as an online German language learning resource for level A1, due to its advantages in material structure, ease of access, and compliance with CEFR standards. However, there are some limitations to the additional features and speaking skills (*Sprechen*) that need to be further improved.

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