TITLE:

Two-cycle studies of the English language at the Faculty of Education of Charles University in Prague: opinions of students and teachers

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ABSTRACT:

As a consequence of the Bologna process, five-year master's teacher education programme has been divided into three-year bachelor's and consecutively two-year master's programme. The aim of the thesis is to reflect on the changes which have come with the implementation of the structured studies in teacher education programme in the Department of English Language and Literature, Faculty of Education, Charles University in Prague and to present survey results about the opinions of both the students and the academic staff at the Department. In the theoretical part of the work the Bologna process is introduced - its goals, development and the reaction on its introduction in the Czech Republic. The concept of the teacher education from before the Bologna process is described. A comparison has been drawn to the teacher education programme in Germany. In the practical part an analysis of the study plans from before and after the Bologna process has been made and then the data from a questionnaire survey are presented and interpreted. It has shown that the respondents are missing the practical-didactical subjects, that the time dedicated to the main subject area is quite low but at the same time there is a big amount of compulsory subjects from varsity module and the educational-psychological module too. And among others, the results have indicated that the system of ECTS credits does not correspond to the real amount of work-load. Also the fact that all of the students of bachelor's studies interviewed are going to continue to their master's studies suggests that the implementation of structured studies is rather formal.

KEYWORDS: