The BA in English Studies Programmes in Hungary and the Bologna Process

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**Abstract.** The study focuses on the Hungarian situation regarding the BA in English Studies programmes in the light of the goals and achievements of the Bologna Process in Europe. It reviews key documents of the Bologna Process, analyses the documents that create the framework of BA in English Studies programmes at a national level and relate these to the aims and objectives of Bologna.

Results show that the framework for the first cycle English Studies programme in Hungary is not in line with the aims of the Bologna process. The system and the structure of such degree programmes as well as the definition of the aims and content indicate that the compatibility of the programmes are not enhanced, employability of graduates are not taken into consideration and lifelong learning is not promoted. These findings suggest that the issue of language-related degree programmes should be given focused attention involving policy-makers, higher education institutions and stakeholder groups.

**Key words:** Bologna Process, curriculum design, English Studies, higher education, needs analysis.