

Abstract

This diploma thesis deals with the issue of culture shock and its relationship to the pedagogical activities of North-American teachers working in kindergartens, primary and secondary, or language schools in the Czech Republic. The aim of this work is to understand how North-American teachers experience culture shock in the Czech Republic, and to find out how they perceive the impact of culture shock in their pedagogical activities. The theoretical part of the thesis presents a description of the concept of culture, the specifics of intercultural communication which is followed by the concept of culture shock, presents selected theories dealing with culture shock, its phases, and preparation for the experience in the new culture. At the end of the theoretical part, the specifics of foreign teachers in the Czech Republic and the educational system in the USA will be described. The practical part of this work is a qualitative research conducted in the form of semi-structured interviews with 12 North-American teachers who live and work in the Czech Republic. The results were analyzed by the method of thematic analysis. It brings the finding that participants are negatively affected by interactions and contact with strangers, while in a positive way, culture shock is affected by voluntariness of their own decisions, interest in cultures, and relationships that individuals create in the new culture. Furthermore, it was found that the impact of cultural shock on pedagogical activities is not perceived by participants as a significant factor, but perceived as culturally conditioned factors that affect this activity, such as the ignorance of Czech culture, a language barrier, and the impersonal approach of employers to their foreign employees. The results of the research bring findings that could be used by employers of foreign teachers.

Key words

culture shock, expatriate teachers in the Czech Republic, educational activity