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Nota di bibliografia	Includes bibliographical references (p. 239-256).
Nota di contenuto	Preliminary Material -- Chapter One: Elt as a Service -- Chapter Two: Elt Service and Student Satisfaction -- Chapter Three: Service Climate in Elt -- Chapter Four: Student Views of Elt Service -- Chapter Five: Student Satisfaction with English Language Teaching Center Service -- Chapter Six: Staff Perceptions of the Service Dimension in Elt -- Chapter Seven: Service Climate in English Language Teaching Centers: A Survey of Providers -- Chapter Eight: Are They as Satisfied as we think they are? Comparing Staff and Student Perceptions of ELTC Service Quality -- Chapter Nine: Finding an Identity: The Tertiary Manager'S view of ELT Work -- Chapter Ten: Service Operation Applications in ELT -- Chapter Eleven: Researching ELT Management -- Chapter Twelve: Issues and Implications for ELT Managers -- References -- Appendix 1. ELT Service Climate Questionnaire -- Appendix 2. English Language Teaching Center Student Satisfaction Survey.
Sommario/riassunto	Service, Satisfaction and Climate: Perspectives on Management in English Language Teaching presents the results of research carried out

in New Zealand to demonstrate the ways ELT can be conceptualized in terms of service and climate. Although ESL is a major worldwide service industry employing large numbers of professionals and serving millions of clients, it is an under-researched field and one that is under-represented in the management/business literature. This omission is particularly noticeable, given that ELT has its own particular themes, problems, and issues. For instance, ELT is an educational service, yet exists within a commercial context. Its clients are from different cultural and linguistic backgrounds. In many ELT contexts, the cultural and linguistic backgrounds of the service providers are different from those of the clients. Thus, the service provision has a strong cross-cultural dimension. Yet the ELT sector is largely missing from the educational and the management literature. This book seeks to fill the gap through discussion of ELT as a service, issues surrounding ELT teachers as service providers, the work of ELT managers, client expectations and perceptions of ELT service, comparison of staff estimates and client ratings of service quality, and considerations of service milieu and climate in ELT centers.

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