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FROM THE EDITOR

Our journal, which aims to ensure and enhance communication and collaboration among managers, academics and researchers operating in the tourism industry, is published online biannually. We are very happy and proud to have published our second issue after an enjoyable and successful work process with our journal team, referees and authors. This issue of our journal is presenting you five original and research-based articles. I wish the research and review articles published to contribute to the tourism academy, tourism sector and tourism students.

The Journal of Tourism, Leisure and Hospitality (TOLEHO) is also celebrating its first anniversary with the release of this second issue. We are excited to be heading for our second year with the valuable support of you distinguished academics. I sincerely thank our referees and members of the advisory board who have contributed to the scientific review of the articles in the publication process. I wish you dear readers peace, happiness and academic success in upcoming 2020.

Cem Işık, Ph.D.

Editor-In-Chief

TOLEHO
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PEER-REVIEWED RESEARCH ARTICLES

All the articles in this section were subjected to double-blind peer-reviewing process. Journal of Tourism, Leisure and Hospitality has a strict reviewing policy. In our reviewing model, both reviewer(s) and author(s) are anonymous and it is the journal's priority to conceal authors' identities. However, it should not be forgotten that reviewers can often identify the author(s) of the reviewed papers through their writing style, subject matter of the manuscript or self-citations in the manuscript etc. Therefore, it has been becoming exceedingly difficult for the journal to guarantee total author anonymity. The reviewing process starts with the submission of the manuscript. One of the associate editors handles the submitted manuscript for a preliminary examination. Three possible decisions could be made about the submitted manuscript following this stage:

1. **Desk reject:** If the study is found not to have met the journal requirements in terms of content, an immediate desk reject decision is made.
2. **Technical revision:** If the study is found not to have been prepared according to the author guidelines of the journal, it is sent back to the author for technical revision.
3. **Editorial decision:** If the study meets the journal requirements in terms of content and is found to have been prepared following the author's guidelines, it is submitted to the editor-in-chief for final approval.

After the editor's approval, one of the associate editors is appointed as the handling editor during the peer-reviewing process. At this stage, two reviewers are appointed to evaluate the study. There are five possible decisions in this round of peer-reviewing;

1. **Accept:** Manuscript is found to be appropriate to be published without any revision as it is.
2. **Minor Revision:** Manuscript is accepted despite some minor revisions addressed by the reviewer. Handling editor also checks the revisions made by the author(s) following the submission of the feedbacks.
3. **Major Revision:** Manuscript is accepted despite some major revisions addressed by the reviewer. Reviewer, himself or herself, checks the revisions made by the author(s) following the submission of the feedbacks. This needs to be finalized in a maximum of 3 rounds.
4. **Re-submit:** Manuscript is not accepted for publication, but the author(s) are encouraged to re-submit after making necessary revisions in their manuscript.
5. **Reject:** Manuscript is not accepted for publication, and author(s) are not encouraged to re-submit the rejected manuscript.

At the end of the peer-reviewing process, the final decision as to whether the manuscript will be published or not belongs to the editor-in-chief. The manuscripts that are decided to be published are submitted to the preparation unit for publication. If necessary, additional technical revisions can be requested on the text, bibliography, images, tables, figures, etc.

In this issue, five peer-reviewed research articles are published according to the model presented above. Information about the titles and author(s) of these studies are:

1. **Investigating Antecedents of Customer Loyalty for Web-Based Travel Intermediaries** by Şükrü Fırat Çiftçi & Beykan Çizel
2. **Tracing Industrial Heritage: The Case of Berlin Bicycle Route** by Evinc Dogan
3. **English Communication Needs of Tourism Faculty Undergraduates: A Comparative Stakeholder Analysis** by Davut Uysal & Cihan Secilmis
4. **Cultural Benefits of Former Military Buildings' Reuse: Public Room, Skopje, Republic of North Macedonia** by Olgica Grcheva
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PEER-REVIEWED RESEARCH ARTICLE 2019, 1(2): 50-58 https://toleho.anadolu.edu.tr/

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INVESTIGATING ANTECEDENTS OF CUSTOMER LOYALTY FOR WEB-BASED TRAVEL INTERMEDIARIES[1]

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Keywords:

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ABSTRACT

Information technology has conspicuously influenced and transformed travel and tourism industry. With the advent of different technological developments such as Computer Reservation Systems (CRS) in the 1960s, Global Distribution Systems (GDS) in the 1980s and the Internet in the early 1990s, the travel and tourism industry has faced with new opportunities and challenges. These technologies have also changed customer behavior. There are few studies investigated the relationship among trust, satisfaction and loyalty of customers together in the literature in terms of web-based travel intermediaries. The main aim of this study is to investigate factors such as trust and satisfaction creating customer loyalty in web-based travel intermediaries. It was explored the degree of importance of trust, besides satisfaction, when it is associated with loyalty. Multiple linear regression was used to examine the relationship among web-based travel intermediary loyalty, satisfaction and trust. The research was conducted between February and April 2018 in Istanbul. A total of 362 data were collected by questionnaires and analyzed. The results indicated that participants' satisfaction and trust predicted web-based travel intermediary loyalty at 68.9% level. Accordingly, satisfaction and trust seem to have a significant and positive effect on web-based travel intermediary loyalty. The results provide evidence that trust is a strong influence on customer loyalty as well as satisfaction. Contributions, recommendations and limitations are also outlined at the conclusion part of this study.

1. Introduction

Internet has occurred as a new distribution channel and marketing medium in the tourism and travel industry since the mid-1990s (Xiang et al., 2015). According to the reports of 2017, in the world, the number of internet users reached 3,578 billion, the number of mobile phone users reached 4,68 billion, and the number of smartphone users reached 2,1 billion (Statista, 2018). These technologies have played a critical role both in the competitiveness of tourism organizations and in the experience of tourists. Internet and other information technologies have changed customer behavior. Nowadays, almost all travel information searches, reservations and payments are done online and during the preparation stage of a trip (Huang et al., 2017).

With the commercializing of the internet, a great transformation and unique chances emerged for the travel and tourism industry and this process changed the tourists' behavior in some ways. B2B (business-to-business) and B2C (business-to-customer) relationships were made more interactive and viable for travel-related companies. One of the most important transformations was the formation of an original and high-powered distribution and communication channel in that process filled up the gap between the customers and the travel intermediaries. After establishing a new distribution channel (internet), those travel intermediaries found a new way to reach their customers, and through this new way, they have started to make much more profits. In terms of customers; lower prices, markdowns and time savings were the positive outcomes of this process (Amaro and Duarte, 2015).

For the web-based travel intermediaries, internet has also negative effects such as online pricing transparency, price competition, high risk perception and lack of confidence which make customers less loyal to web-based travel intermediaries (Wen, 2009). Additionally, there are a lot of alternatives for online customers and they have a great amount of knowledge. Online customer behavior is more changeable and the switching costs are lower in online world (Lopez-Miguens and Vázquez, 2017). The reasons why loyalty is of great importance for companies can be summed up as followings: Loyal customers can increase the income of a company; they might buy more additional products and services

[1]This article is the peer-reviewed and revised form of the study entitled 'The Web-based travel intermediaries loyalty: The Influences of trust and satisfaction' which is presented in the 20th National 4th International Tourism Congress, Eskişehir-Turkey (October 2019).

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and they can create new businesses for the company through word-of-mouth advice. Loyal customers can also help reduce costs because dealing with them is probably less costly, and the costs of sales or marketing and set-up can be amortized more easily by the companies. A sustainable competitive advantage can be provided by customer loyalty for the companies over time. Loyalty is the key factor for success and also companies cannot survive without creating a loyal customer source (Pamies, 2012).

Even so, strategies on loyalty are important for all sectors, it can be accepted that it is more suited to the service sector, especially because they offer more opportunities to improve loyalty due to their nature. The concept of loyalty has become even more important for tourism-based companies selling touristic products or services which are defined as abstract, experiential, imperishable and operating in the service sector. As a reason for that, it should be better understood by companies the key factors developing customer loyalty, but there are few studies about those mechanisms creating customer loyalty in the literature in the terms of online transactions (Pamies, 2012).

Satisfaction and trust are two popular factors investigated extensively by researchers because of their impact on repurchase (Kim, 2012; Chiu et al., 2013). According to the results of previous studies (Kumar et al., 2013; Gommans et al. 2001; Özdemir et al., 2012; Bhattacherjee, 2001; Aldas-Manzano et al., 2011; Anderson and Srinivasan, 2003; Srinivasan et al., 2002; Balabanis et al., 2006; Floh and Treiblmaier, 2006; Casalo et al., 2008; Gummerus et al., 2004; Kim et al., 2009; Liang and Chen, 2009; Reichheld and Schefter, 2000; Aldas-Manzano et al., 2011; Sahin et al., 2011); there is a very strong relationship between loyalty and satisfaction, but as they stressed that satisfaction could not be translated as loyalty in any cases, even though most loyal customers emerge from satisfied ones.

In the literature, few studies have investigated the relationship among trust, satisfaction and loyalty together in terms of web-based travel intermediaries. Therefore, the main purpose of this study is to examine factors such as trust and satisfaction creating customer loyalty in web-based travel intermediaries. It was explored the degree of importance of trust, besides satisfaction, when it is associated with loyalty. Istanbul -one of Turkey's most important and biggest tourism destination- was chosen for field research. Data were collected on the basis of volunteerism from international tourists visiting Istanbul via web-based travel intermediaries. The research was carried out in the February-April period of 2018. 362 questionnaires were collected. The results of regression analysis show that trust and satisfaction affect positively and significantly the web-based travel intermediary loyalty.

2. Literature Review

E-trust is defined as "An attitude of confident expectation in an online situation of risk that one's vulnerabilities will not be exploited" (Beldad et al., 2010; Corritore et al., 2003). E-trust, according to another definition, is to trust that company in relation to its commercial activities in the electronic environment, especially the website (Shankar et al., 2002; Beldad et al., 2010). Whereas the former definition applies to online interactions commonly, the latter is more adjusted to trying to understand e-trust in the circumstances of electronic commerce exchanges (Beldad et al., 2010).

Loyalty is defined as a positive attitude towards business and repetitive buying behavior (Dick and Basu, 1994). In order to be able to talk about loyalty, positive attitudes developed by the customer towards the brand should lead the customer to re-purchase behavior (Keller, 1993). Customer loyalty is recognized as an important factor that provides long-term profitability for businesses (Ribbink et al., 2004). It has been seen that a real loyal customer has a committedness and adherence towards the retailer and does not leave the retailer when a more attractive alternative emerged (Shankar et al., 2003). The importance of online trust is increased by the lack of physical contact with online companies and the lack of touch inherent in online shopping. The important nature of online trust is accepted not only by buyers and suppliers but also by lawmakers and those concerned about the erosion of constitutional rights. While Stewart (2003) suggests a strong relationship between trust and purchasing, Sirdeshmukh et al. (2002) positions trust in direct relation to loyalty. The link between customers' trust in a brand and brand loyalty was investigated by Lau and Lee (1999), and they found a significant positive relationship. Chaudhuri and Holbrook (2001) extended these approaches and they had strong evidence to support the important relationship between brand trust and purchasing and commitment.

Alhabeeb (2007) describes the dynamic relationship between customer trust and product loyalty and investigates the mechanism by which these structures are formed. According to the findings of their study; the last forming of product loyalty is governed not only by the change between trust and trustworthy but also by the customer's sense of trustworthiness, the desire to broaden the range of self-esteem and appreciation of experience and satisfaction. These effects are particularly high if they are collected at the country level and data from participation is used. At the individual level, especially in the parliament, trust increases the likelihood of voting. Husain (2017) worked for understanding the impact of trust and satisfaction for customers in a developing country as the priorities of behavioral and attitudinal loyalty. The findings of the study show that trust and satisfaction are a strong positive effect on behavioral and attitudinal loyalty.

Satisfaction is found to be a strong positive relationship with trust, as well. Chinomona and

Dubihlela (2014) have noted that although the number of studies on customer behavior has been increasing, studies on customer satisfaction, loyalty and the intention to repurchase have not been very successful in the context of African retailing. Therefore, the study, which examines these relations in South Africa retailing context, shows that as a result, the relationship between customer satisfaction and trust, customer satisfaction and loyalty, customer loyalty and repurchase intention and customer trust and repurchase intention are significant and positive. Kumar et al. (2013) investigate the direct relationship between satisfaction and loyalty (direction, shape, explained variance) and then examine the moderators, mediators, and other determinants of loyalty. According to the findings of the study, customer satisfaction impacts positively on loyalty, but just satisfaction explains the variance is quite small rate. Jambulingam et al. (2011) investigate the role of trust as a management mechanism in relation to justice and loyalty under different interdependence structures between suppliers (wholesalers) and buyers (retailers). The findings of the study show that trust as a management mechanism under the conditions of symmetrical independence is entirely mediated by the link between justice and loyalty. However, under the conditions of both perceived independence (ie lack of interdependence) and asymmetric recipient dependence, trust does not play an intermediary role but directly affects loyalty. Sahin et al. (2011) tested an overall framework for establishing a customer-brand relationship from an experiential point of view. The findings showed that brand satisfaction is a very positive effect on brand loyalty. Also, brand trust is an important influence on brand loyalty. Lau and Lee (1999) suggest three factors that affect the confidence in a brand. These three factors correspond to the three entities involved in the brand-customer relationship: The company behind the brand, the customer interacting with the brand and the brand itself. At the same time, it is also advised that trust in a brand will lead to brand loyalty. Last of all, the findings of the study reveal that the influence of a customer of brand characteristics on brand trust is important. It also shows that trust in a brand has a positive association with brand loyalty. With respect to Paulssen et al. (2014), commercial-customer relations between an auto brand and its customers are being investigated by applying structural equation modeling. The findings of the study show that brand satisfaction determines brand loyalty when the perceived risk is low, while brand trust determines brand loyalty alone when perceived risk is high.

Harris and Goode (2004) centered the loyalty and trust in the context of retailing. They found out that there is a meaningful relationship between trust and loyalty, trust and satisfaction but it has not reached a clear conclusion on the nature of relationship between satisfaction and loyalty. Büyükdağ and Kitapçı (2017) have investigated whether there is a moderate effect on the relationship between internet experience level, e-satisfaction, and e-loyalty. According to the findings of the study, customers who have low internet experience show more e-loyalty than those who have high internet experience. It also shows that e-satisfaction significantly affects e-loyalty. Yaşın et al. (2017) worked on the factors that influence customers shopping online loyalty (e-loyalty) to e-retail sites. As a result of that study, it has been found that there is a direct effect of satisfaction with the service of the relevant site and their trust on the site, while indirect effects of quality of web site they perceived via electronic trust and satisfaction in the developing process of customer loyalty to the online retail shopping site. The quality of the web site that they perceive, besides customers' trust on that web site, is an important determinant in the formation of the customer satisfaction of the e-retail site.

Kassim and Abdullah (2010) empirically investigate the relations of perceived quality of service, satisfaction, trust and loyalty in e-commerce environments in two cultures such as Malaysia and Qatar. According to the findings of the study, the perceived service quality is an important effect on customer satisfaction. Customer satisfaction is a critical influence on trust, as well. Both customer satisfaction and trust have a significant impact on loyalty. Aldas-Manzano et al. (2011) analyze the role of satisfaction, trust, frequency of use and perceived risk as to the antecedents of loyalty towards customers' e-banking sites. The results of the study show that the individual is closely linked to the level of trust and perceived risk of loyalty to a banking website. Also, satisfaction has a positive relationship with loyalty.

Bozbay et al. (2017) examined the relationship among e-trust, e-loyalty and electronic word-of-mouth communication for e-shopping sites of social media users. The findings of the research revealed that there is a meaningful relationship between e-trust, e-commitment and electronic word-of-mouth communication. In addition; according to the socio-demographic characteristics of social media users, electronic trust, e-loyalty and electronic word-of-mouth communication differ. Özdemir et al. (2012) added new information to knowledge accumulation in the field of target management and marketing by providing a better understanding of the relationship between tourist profile, satisfaction and loyalty. According to the findings of the study, there are significant relations between tourist profile, satisfaction and loyalty and they imply strongly support that there is a meaningful relationship between tourist satisfaction and loyalty to the destination. Pesämaa et al. (2007) presented a model that suggests loyalty among tourism companies. This model has been developed on the assumption of a well-defined partner and shared expectation and experience trust. According to the findings of the study; trust is an important and powerful indicator of loyalty.

Martinez and Bosque (2013) set forth an impact model, showing the direct and indirect impacts of corporate social responsibility (CSR) on hotel customer loyalty, including trust, customer identification with the company, and satisfaction as a mediator. According to the findings; customer trust will positively influence customer loyalty and customer satisfaction will positively influence customer loyalty. Kim et al. (2011) to examine the factors affecting trust, satisfaction and loyalty. It is set forward that navigation functionality and perceived security have a significant positive effect on trust by the results of the study. According to the findings; customer satisfaction impacts trust, which renders a critical duty as a premise of customer loyalty in online shopping for tourism products and services.

Kim et al. (2012) found that perceived security, web site features, and navigational functionality have a significant and positive effect on trustworthiness. Moreover, loyalty has strengthened the relationship between perceived security, web site features, navigation functionality, and trust. Flavian et al. (2006) set forth that to determine the effect of perceived user availability on the websites visited by users, perceived usability of the system increases the level of loyalty to the web site, user's trust increases as well. Also, greater usability was found to have a positive effect on user satisfaction, which in turn positively affected website loyalty. Finally, user trust is found to be partially. Loureiro and González (2008) examined that satisfaction is associated with trust and as a result, between satisfaction and trust, trust and loyalty, there is a positive relationship. According to the study; the effect of trust on satisfaction is higher than on loyalty. The study, developed by Pamies (2003), shows that trust has a positive effect on customer loyalty in retail travel agencies in Spain. The following hypothesis has been developed and tested in accordance with the literature summary given above:

H1. Perceived Satisfaction significantly affect perceived web-based travel intermediary loyalty.

H2. Perceived Trust significantly affects perceived web-based travel intermediary loyalty.

3. Methodology

This study, initially, aimed at contributing to understanding how customer loyalty is developed in web-based travel intermediaries. Trust and satisfaction were chosen because they were investigated separately as the factors affecting customer loyalty in most of the previous studies (Kim, 2012; Chiu et al., 2013). Satisfaction was accepted as a very strong predictor when it is associated with customer loyalty, yet researchers such as Jones and Sasser (1995) and Reichheld et al. (1996) emphasized that other factors, besides satisfaction, should also be examined to better understand the customer loyalty. Thus, our aim was to explore, specifically, the degree of importance of trust when it is associated with web-based intermediaries' loyalty. Multiple Linear regression was used to examine the relationship among web-based travel intermediary loyalty, satisfaction and trust.

3.1. Sampling

Owing to an investigation of the relationship among web-based travel intermediary loyalty, satisfaction and trust, this study can be considered as a descriptive study. Within the scope of the research; tourists visiting Istanbul through web-based travel intermediaries were included. The convenience sampling method which is nonprobability sampling was used. The research was conducted between February and April 2018 in Istanbul. Istanbul was chosen because it is one of the biggest destinations visited by tourists who use web-based travel intermediaries in Turkey. 381 data were collected from participants and after missing data were extracted, a total of 362 data were analyzed.

3.2. Measures

A survey form was employed as a data collection tool in the research. The survey form included demographic questions and scales of trust, satisfaction and loyalty. Demographic questions consisted of age, gender, years of use of web-based travel intermediaries, and web-based travel intermediary customers use most often. For measuring the trust, the scale used for the study of Kim (2005) was utilized. There were three statements in the measurement of trust (Kim, 2005). A 7-point Likert-type scale (1 = strongly disagree and 7 = strongly agree) was used for the responses of all trust expressions on the questionnaire form. For measuring satisfaction and loyalty; the scale of Yap et al. (2012) was used. There were three statements in the measurement of Satisfaction (Yap et al., 2012) and there are four statements in the measurement of loyalty. A 7-point Likert-type scale (1 = strongly disagree and 7 = strongly agree) was used.

3.3. Analysis

As a result of the preliminary examinations, questionnaires with missing and unsuitable data were extracted for analyses. One of the methods for analyzing the data set is extreme value analyses. Finally, extreme values were checked. For univariate extreme values for dependent and independent variables, a significant Z table value of 0.01 was checked in ascending or descending order, and extreme values were extracted from the data set. Cook's distance was investigated for multivariable extreme values and no value was found above 1. (Tabachnick and Fidell, 2007). Before the data was analyzed, it was examined whether the data corresponded to the normal distribution. Since the values of skewness and kurtosis are between -1.5 and +1.5, the data were considered to be normally

Table 1. Scale items, Coefficient alpha, and Confirmatory factor analysis results

Scale Items	Standardized Parameter Values	T- Values
Trust in E-tailer (AVE= 0.70; CR= 0.87; α= 0.87)		
This site is trustworthy.	0.81	17.52
This Website vendor gives the impression that it keeps promises and commitments.	0.92	20.07
I believe that this Website vendor has my best interests in mind.	0.77	16.49
Satisfaction (AVE = 0.80; CR = 0.92; α= 0.92)		
Overall, I am satisfied with web-based travel intermediaries	0.92	22.57
Web-based travel intermediaries meet my expectations	0.92	22.48
The overall quality of the service provided by Web-based travel intermediaries is excellent	0.84	19.48
Loyalty (AVE = 0.71; CR = 0.91; α= 0.91)		
I prefer this web-based travel intermediary above others.	0.82	18.60
I intend to continue using this web-based travel intermediary.	0.87	20.69
I would recommend this web-based travel intermediary to others.	0.87	20.34
I am a customer loyal to this web-based travel intermediary.	0.82	18.82
The Compliance Indexes of Measurement Model		
χ^2=736.15, sd= 349, χ^2/sd=2.10, RMSEA=0.055, CFI=0.98, PNFI=0.83 SRMR=0.048		

Note: All loadings are significant at the 0.01 level. AVE; Average variance extracted; CR; Composite reliability; α; Coefficient alpha; CFI; Parsimony normed fit index; SRMR; Standardized root mean square residual RMSEA; Comparative fit index; PNFI; Root mean square error of approximation.

distributed (Tabachnick and Fidell, 2013).

First, the validity and reliability analyses of the measurement tools were made. Validity and reliability are the most basic features needed to be found in a measurement. Reliability is the degree to which measures are independent of error. The most widely used criterion for reliability of the scale is the Cronbach Alpha internal consistency value.

Cronbach Alpha values (α), which indicates the reliability coefficient of all scales used in the research, are above 0.70 (Nunnally, 1970). As a result; the measurement tools and dimensions used in the research questionnaire appear to provide internal consistency measures. (Table 1). Confirmatory factor analysis was used to test the construct validity of the measurement tools. Standardized parameter values, T values, of the measurement model are given in Table 1. The parameter estimates belonging to the model are included in the table and the factor weights are calculated as the coefficient estimates standardized according to the maximum likelihood method. All the coefficients were found to be significant in the order of 0.01. The compliance indexes of the model are shown collectively in Table 1. These findings show that the expressions are correctly explained by the factors and can be regarded as proof of construct validity of the scales.

For the convergence validity, Fornell and Larcker (1981) calculated item reliability, construct reliability and average variance extracted. Composite reliability is the main measure used in the measurement model. The composite reliability calculated for each dimension is shown in Table 2. All values are above the acceptable limit of 0.70 (Hair et al., 1998; Nunally, 1978). One of the indicators of convergence validity is the average variance extracted (AVE) ratio. This value is expected to be equal to or higher than 0.50 (Bagozzi et al., 1991). In this study, all AVE values were over 0.50.

4. Findings and Discussion

In this section, descriptive statistics and the outcomes of the analysis from testing hypotheses for the purpose of the research are given. 51.4% (186) of participants were male and 48.6% (176) were female. 41% (93) were aged between 18 and 24 years, 35.1% (127) were 25-31 years, 19.6% (71) were 32-38 years, 9.1% 45 years, 4.1% (15) 46-52 years, 6.4% (23) 53 years and above. The total number of customers' years of usage of web-based travel intermediaries consists of 46.1% (167) for 1-5 years, 39.2% (142) for 5-10 years, 12.7% (46), 1.9% (7) for 16-20 years. When the web-based travel intermediaries five most frequently used by participants were examined: 35.36% (128) booking.com, 17.96% (65) expedia.com, 13.54% (49) airbnb.com (28) skyscanner.com, 3,87% (14) trivago.com.

The mean, standard deviation and correlation coefficients for the variables are given in Table 2. The Variance Inflation Factor (VIF), which investigates the correlation between independent variables before the regression test, was examined. This factor was well below the grade value of 10,

Table 2. Descriptive Statistics and Correlation Values

	Mean	Std. Deviation	Loyalty	Trust
Loyalty	5.4793	1.05144		
Trust	5.2240	0.74778	0.449	
Satisfaction	5.5727	1.08535	0.828	0.472

Table 3. Results of Regression Analysis

Independent Variables	B	Std. Error	Beta	R^2	Adjusted R^2	F	t	Sig.
Constant	0.650	0.227		0.691	0.689	400.753		0.004*
Trust	0.105	0.047	0.074				2.237	0.026*
Satisfaction	0.768	0.032	0.793				23.821	0.000**

Dependent variable: Loyalty
***p < 0.05**
****p < 0.001**

and the tolerance statistics were well above the limit value (1-R^2) of 0.309 (Satisfaction tolerance value= 0.777; Trust tolerance value = 0.777). That is, there is no perfect linear relationship between predictor variables, each variable explains the different dimensions of the variance and the results of the regression analyses are significant.

Multiple linear regression analysis was conducted to examine to what extent satisfaction and trust determine loyalty to web-based travel intermediaries. The results of multiple linear regression analysis were statistically significant. F=400.753, P<0.05. The value of R^2 is 0.691 (Table 3). This result tells us that 69.1% of loyalty on the web-based travel intermediary depends on independent variables. The value of Adjusted R^2 is 0.689. This result shows that the variance of 68.9% of loyalty on the web-based travel intermediary is predicted by trust and satisfaction.

When Beta coefficients in the table were examined, after all of the independent variables were introduced into the regression model, there was a significant "trust" (β=0.074, p<0.05) and "satisfaction" (β=0.793, p<0.001) contribution in explaining web-based travel intermediary loyalty. According to there results; it can be said that the significance order of the independent variables on the dependent variable is "satisfaction" (β=0.793, p<0.001) and "Trust" (β=0.074, p<0.05). It is seen that "satisfaction" (β=0.793) is a very important factor affecting web-based travel intermediary loyalty. The relationship between trust (β=0.074) and web-based travel intermediary loyalty is relatively low. This means that one standard deviation increased in trust will lead to a 0.074 standard deviation increase in web-based travel intermediary loyalty when other variables are under control. According to these results; Hypothesis H^1 and H^2 were accepted. Regression analysis shows that trust and satisfaction affect positively and significantly the web-based travel intermediary loyalty. Therefore, hypothesis, perceived trust and perceived satisfaction significantly affect percieved web-based travel intermediary loyalty was supported by this study.

5. Conclusion and Recommendation

It is a complex and comprehensive process to develop loyalty in web-based travel intermediaries that requires various anteceding structures such as satisfaction, trust. For retailers, it is a difficult process to keep current customers and turn them into loyal ones. Through a wide variety of information search platforms, companies try to understand the factors keeping customers loyal to their services. Loyalty towards companies brings about when (1) customers feel their needs will be met at best, (2) competition is exclusively excluded from the purchase process, and (3) customers buy only from a particular company (Shoemaker and Lewis, 1999). Trust and satisfaction are the terms describing the relationship between the suppliers and customers in the world of e-commerce. In this study, the effect of trust and satisfaction on the loyalty of tourists using web-based travel intermediaries was examined. The results of the analysis provide evidence that trust is a strong influence on customer loyalty as well as satisfaction and inter-variable relationships were set forth by using linear regression and we found out that participants' satisfaction and trust predicted web-based travel intermediary loyalty at 68.9% level. Accordingly, satisfaction and trust seem to have a significant and positive effect on web-based travel intermediary loyalty. This is in line with the results of previous studies (Moriuchi and Takahashi, 2016; Pamies, 2012; Şahin et al., 2011; Husain, 2017; Martínez and Bosque, 2013), and they have stressed the importance of achieving customer trust in e-commerce, besides satisfaction.

Web-based travel intermediaries should be aware of the importance of developing the level of customers' trust, because a great number of customers are not willing to buy travel products online due to their distrust. In the light of the findings of this research, it is recommended that web-based travel intermediaries should help consumers develop "positive attitudes" about "online shopping" if they want customers to develop trust towards their websites. For this reason, they can design a visual demonstration such as a guidebook or a video on their website to show users how to make a booking and improve consumers' proficiency in "online shopping" (Li and Buhalis, 2005). It should be kept in mind that customers will anticipate having benefits such as "security protection", "time-saving", "quality", "sense of calm", "perception of gain", "expectation of pleasure", etc. in their relationship with the web-based travel intermediaries (Pamies, 2012).

We recommend that web-based travel intermediaries should better incorporate trust-building mechanisms into their web sites. They should concentrate on the trust priorities such as security protection, privacy concern, system reliability, third party seal, service quality, website features, information quality, reputation, feedback of buyers, referral, etc. if they want to reduce the negative effects of internet, to make more profits, to be successful and to make customers loyal. Thus they can easily create a loyal customer source for stability and success under intense competition conditions.

This study's contributions to current knowledge on web-based travel intermediaries' loyalty can be summed up as followings: First, the lack of researches on web-based travel intermediaries' loyalty is noteworthy. There are few studies investigated the relationship between trust, satisfaction, and loyalty together in the literature in terms of web-based travel intermediaries. Therefore, this study aims at contributing to the current knowledge in this context. Secondly, literature related to online travel shopping grows but as Law et al. (2009) and Amore and Duarte (2015) noted that most of those studies are related to technological development and suppliers. Few are related to consumers. Therefore, this study investigated which factors affect consumers' behavior on purchasing online travel products/services and consumers' loyalty to web-based travel intermediaries. This study conducted on tourists who visited Istanbul through web-based travel intermediaries. Therefore, the results of this study limit the generalization. In order to obtain generalizable results, it is suggested to test in different samples. For further studies, alternative models can be proposed to understand the relationships between the variables in the model studied in our work. For example, trust can be positioned as a moderator of the relationship between satisfaction and loyalty.

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TRACING INDUSTRIAL HERITAGE: THE CASE OF BERLIN BICYCLE ROUTE[1]

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ABSTRACT

This paper aims to investigate how the industrial heritage is represented on a cultural bicycle trail and used as a tool for constructing tourist gaze. A qualitative case study methodology is used, where the analysis is two-fold. A phenomenological approach is adopted at the first step. The bicycle route is explored to get first-hand experience and familiarize with the data in the physical urban context. The second step is document analysis. Texts are collected and analysed for interpreting the meaning by digging deeper into socio-cultural context. The cycling route is a form of experience bridging the spatio-temporal gap between tangible heritage (monuments, landmarks) and intangible dimensions (symbols and meanings). The findings reveal shifts in meaning drawing on relations between the physical space and represented space. The cultural routes are of interest as applied tourism products. They provide opportunities for creating a strong destination image. This exploratory research is an initial examination of how cultural routes can shape tourism experience. It presents a framework to tackle with heritage and representation, while offering further avenues for investigating urban tourism where tourists can be co-creators for adding other layers of meaning. This helps increase awareness about urban heritage and offers an alternative tourist gaze and perception.

1. Introduction

Cultural experiences play a key role for creating meaning as a result of leisure activities (MacCannell, 1976; Rooijakkers, 1999; Rifkin, 2010 cited in Barrera-Fernandez et al., 2016). In the time of rapid urban change, heritage trails draw meaningful connections between past and present, "thereby grounding experience in a real, temporal continuity" (Hewison, 1987). In this framework, culture routes are the instruments for the construction of tourist gaze and spatial experience through moving between attractions as well as "organising and unifying the built and intangible heritage through place-narrative" (MacLeod, 2017, p. 424).

This paper aims to investigate how industrial heritage is represented on a cultural bicycle trail and used as a tool for constructing tourist gaze towards industrial sites in Berlin. The theoretical framework draws on the concepts of city image (Lynch, 1960) and tourist gaze (Larsen and Urry, 2011), suggesting a relational approach at the intersection of senses and visual encounters with places represented on the route. The methodological framework is based on the case study of the bicycle route for industrial heritage exploring how cultural routes shape socio-spatial schemas of representation and meaning. The analysis is two-fold, where the first step is phenomenological delving into urban exploration and experience, while the second step is textual bringing a variety of sources of information tapped into an interpretive framework tackling place-narratives. Analysis and findings reveal divergence of meaning that occurs parallel to the urban and social transformation.

2. The Mental Image and The Industrial Heritage Routes

2.1. Gazing at the city

Borden et al. (2001, p. 14) define cities as complex systems of representations in which space and time are both imagined and experienced through signs. Our experiences and the way of interaction with the built environment is shaped not only by the selective representations, but also by the symbolic meanings and narratives. Urry (1990, p. 3) points out that "the gaze is constructed through signs, and tourism involves the collection of signs", which is performed by walking or moving along (Larsen, 2014).

The imageability is defined by identity, structure and meaning in the urban context (Lynch, 1960). Among the three components, identity and structure address the physical features (Damayanti and Kossak, 2016, p. 58) often recognized in the form of permanent tracks of the past, whereas meaning

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is related to what we interpret from those physical structures, therefore fulfilling the form with content (Hall, 1997). A legible mental map of the urban environment provides a clear framework for organizing urban elements into a coherent pattern and enhancing level of interaction.

2.2. Navigating in the city

Mobilization plays a key role in the organization of heritage routes, whether it contains mobilization of individuals, organizations, institutions or other structures (CoE, 1998). Therefore, revolving around the concept of cultural heritage and cultural routes offer a new mode of cultural experiences as well as means of representation by granting “a value as a whole which is greater than the sum of its parts which gives the route its meaning” (ICOMOS, 2008).

Industrial sites have recently attracted “renewed attention both as tourist destinations and as repositories for collective local memories” (Jones et al., 2018, p. 306). Nevertheless, the profound cultural change brought by the industrialization makes it difficult to single out artefacts as Clark (2005, p. 99) gives the example of Ironbridge Gorge in the UK as a complex industrial site bearing “hundreds of buildings from cottages to villas, and from backyard brew-houses to major industrial complexes” where many elements are complementary and make less sense in isolation. In this assemblage, the “phantom networks” (Edensor, 2005, p. 63) of former production systems revived as “a way to mobilize the most heavy, sedentary objects conceivable and to grant them a second chance to represent interaction rather than inertia” (Bangstad, 2011, p. 292).

3. The Case of Berlin Bicycle Route: “Bright Lights and Cold Beer”

The analysis requires moving and experiencing the cultural route to be able to grasp knowledge and understand the context in terms of representations and meanings. The experience becomes more meaningful when we are familiar with the story and cultural codes, which can be developed by both first-hand experience in the physical urban context and secondary sources in the socio-cultural context.

The two levels of analysis at the phenomenological and textual level are synchronized, as movement requires a dynamic framework (See Fig. 1). The point of interest, or the landmarks, are photographed to document current status from the angle available on the route (without entering the sites this gives only a limited visual dimension of appearances from outside). After completing the tour, the sites (museums and sites accessible to public) are visited separately to increase the level of interaction, open room for further observation, investigate current use and collect documents for textual analysis. As the case study evidence may come from different sources including “documents, archival records, direct observation, participant-observation, and physical artefacts” (Yin, 2003, p. 98), data is collected through both fieldwork and documentation. All sources of data were reviewed and analysed together, so that the findings were based on the convergence of evidence from different sources.

3.1. Phenomenological level: Urban exploration

In this paper, urban exploration is employed to describe touristic engagement with the built environment (Crouch and Lübbren, 2003, p. 11).

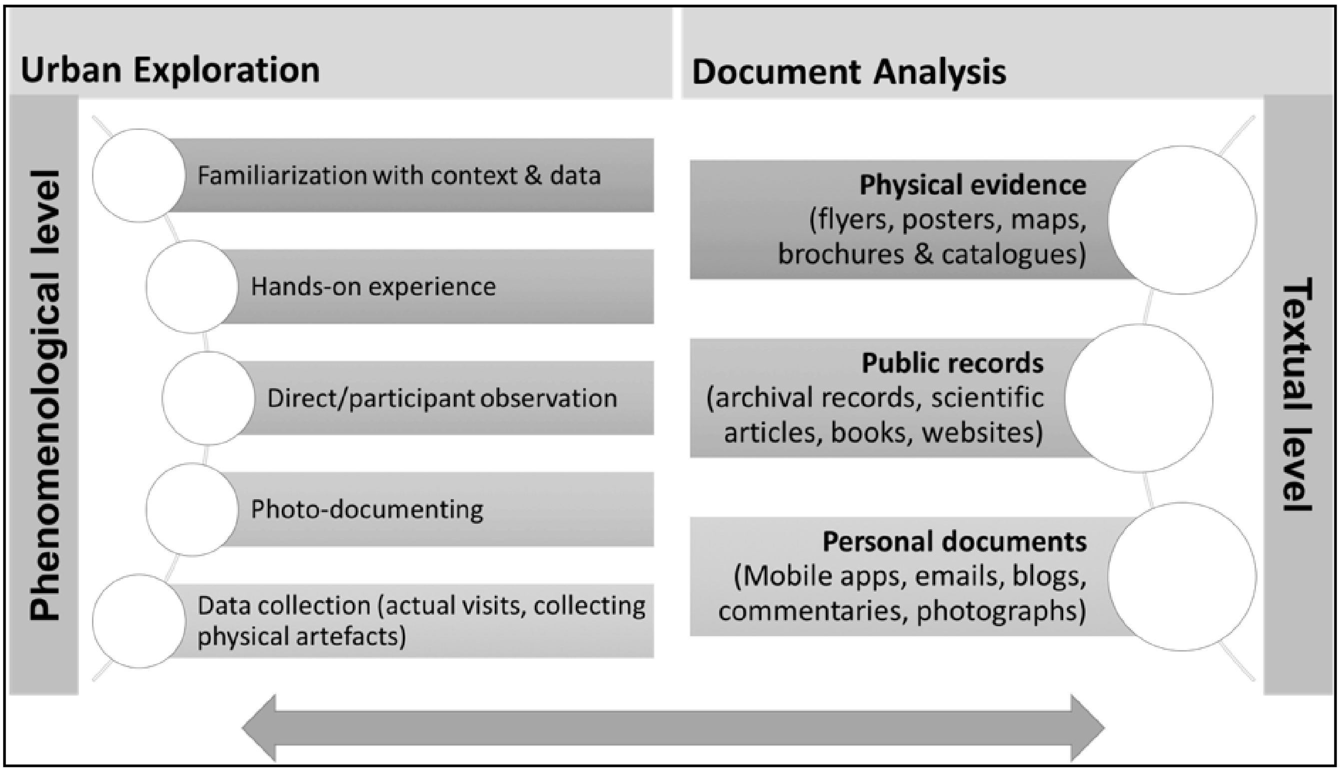

Figure 1. Methodological framework

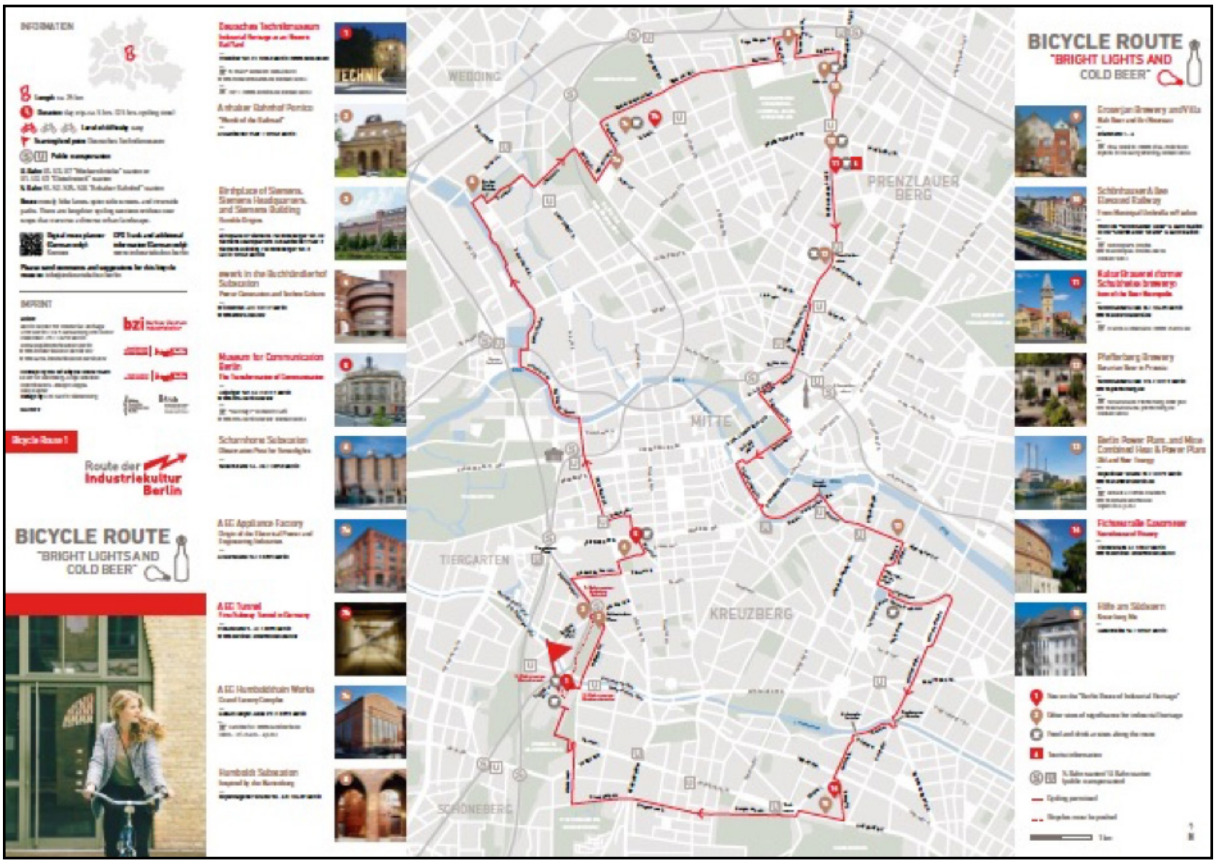

Figure 2. Flyer of Bicycle Route (Source: bzi, 2009)

in the form of moving (cycling), which produces a physical pathway while creating "cognitive connections" and "knowledge of place" (Turnbull, 2007, p. 142). The Bicycle route, designed by Berliner Zentrum Industriekultur (bzi), lists 15 industrial sites to be visited in the city centre (see Fig. 2). They were carefully selected among 40 possible sites based on the significance status and representativeness of diversity (A. Boshold, personal communication, August 7, 2019). Five of the sites (Deutsches Technikmuseum, Museum for Communication, AEG Tunnel, Kulturbrauerei, Fichtestr. Gasometer) overlap with the ones on the "Berlin Route of Industrial Heritage", and the rest are the sites of significance for industrial heritage, some of which are protected monuments and listed buildings. Brief information is available about each site as well as photographs for visual representation.

In this study, the mobile applications are utilized on the bicycle route for "way-finding" as well as "guiding the action" (Lynch, 1960, p. 4). The route is available on "Komoot" application for mobile devices, which was used for navigating on the route. The QR code to upload the app is available on the flyer. The app follows the correct route as shown on the flyer but uses a different numbering system. Moreover, the highlights (sites) added on the route by the users might be different than the actual route shown on the flyer. Although there are 15 sites highlighted on the Komoot, only four sites match with the flyer – Humboldt Substation, AEG Appliance Factory, Anhalter Bahnhof Portico, Deutsches Technikmuseum, which were added by the Berliner Zentrum Industriekultur (bzi) and the other sites were marked by other users, such as the most iconic landmarks like Reichstag or canals and squares worth seeing on the route. Yet, this should be further tested by considering the account and privacy settings as the personal user menu could be different. The publicly shared data (highlights, comments, photographs) contribute to the level of knowledge and the engagement of the users through the others' gaze.

According to Lynch (1960), such devices for navigation are meant to complement mental image by enriching experience of the landscape and make wayfinding hassle free but relying on them could make the user dependent on navigating rather than experiencing. Although the route was carefully designed for bicycle and aimed at keeping the track on bicycle lanes as much as possible; diversions from the route happened at certain places even with the help of navigation app. This was mainly due to unfamiliarity with the city and flow of traffic, as well as having less experience with cycling in the city. When certain level of familiarity developed and some experience is gained, it became easier and less time-consuming through the ability of recognizing patterns in the surroundings.

Since each experience is personal, the gaze can be distracted through other sites encountered on the route. Therefore, the actual route may differ from the designed one. The performed route is recorded on Komoot and then overlaid on the planned one to see diversions. Then, the two layers are saved in gpx format and added to the Google Maps. The

15 sites are manually marked on the Google Maps and another route is generated automatically. In this manner, three layers are formed with the same data but leading to different results (see Fig. 3). The blue colour shows the route virtually designed by Google Maps connecting the points of interest. The green route is the planned route on Komoot, and red route is the performed one by the researcher. On 23 July 2019, the route is tested as a whole in order to calculate the duration (the given time on the flyer is 2.5 hours). Despite the diversions and difficulty in navigating, it was completed in the right time. A break is given only once due to the need to charge the battery of phone for half an hour, so actual completion time is recorded as 3 hours (start: 11 am at Gleisdreieck U-bahn station, break for half an hour at 13pm near Bethaniendamm and finish: 14pm at Deutsche Technikmuseum). In the following days, the route is explored in parts by visiting the sites listed on the route and collecting data as well as exploring the sites from inside (if accessible such as museums).

Observations in an urban setting "add new dimensions for understanding either the context or the phenomenon being studied", which may also include taking photographs at the sites to convey characteristics of the objects (Dabbs, 1982 cited in Yin, 2003, p. 110). Each site is photographed to create field notes (photography literally translates as taking notes/writing with light), and documenting the current status of the artefacts and their surroundings. Photographs keep record of details that we can look and see again and again, refresh memories and provide evidence to compare then and now. Therefore, the visual texts such as photographs provide data to be analysed on the textual level.

3.2. Textual level – document analysis

The built environment can be read as a narrative written by experiences, events and transformations. While urban exploration provides data through observation and hands-on experience, documents "contain data that no longer can be observed" (Bowen, 2009, p. 31). On the textual level, narrative is recognized in the form of representation of spatial, social, and cultural contexts (Clandinin and Rosiek, 2006), which join the web of urban imaginary. The aim of the document analysis is "to discover the narrative of spaces and memories layered over time" (Marchigiani and Mattogno, 2018, p. 790). Therefore, document analysis is used as "a systematic procedure for reviewing or evaluating documents" (Bowen, 2009, p. 27), with the aim of gaining an understanding of "social facts" and "interpreting the meaning produced, shared, and used in socially organised ways" (Atkinson and Coffey, 1997, p. 47).

The data can be provided through a wide range of sources – "printed literature, way-marking features provided en route, websites and increasingly, by mobile applications and audio devices" (MacLeod, 2017, p. 423). The sources of texts used for this paper can be categorized in three groups - (1) physical objects found within the study setting (often called artefacts), (2) the official records as secondary data sources, and (3) First-person accounts of an individual's actions, experiences, and beliefs (O'Leary, 2014) (See Table 1).

Figure 3. Layers on Google Maps

Table 1. Categories of textual data (Source: Adapted from O'Leary, 2014)

Physical evidence -What is the promise?	Physical objects found within the study setting (often called artefacts).	Flyers, exhibition materials, posters, guides, maps, brochures and catalogues.
Public records -What is the historical background?	The official records as secondary data sources.	Archival records, books, scientific articles, websites
Personal documents -What is the experience?	First-person accounts of an individual's actions, experiences, and beliefs.	Mobile applications (Komoot, Google maps, DTM audioguide, Bunker Berlin app.), e-mails, blogs, commentaries, photographs

4. Findings and Discussion

Tourist gaze is physically, culturally and symbolically constructed by the collection of signs through visual marks and traces in the urban landscapes, story structures (text) and experiences on the cultural route. The representation and meaning, as the focus of analysis, are culturally bounded in which the experiences at the phenomenological level provide meaningful connections between the expression and the content (Culler, 1975). The network of representations, which is drawn by the bicycle route for industrial heritage, serves as the mode of interpretation of a wide range of themes and stories that are spatio-temporally created and maintained. The findings are presented according to the structure of nodes, which are treated as the thematic concentrations – intersecting and drawing patterns between similar type of landmarks and industrial development in c areas.

4.1. Electricity and creative city – "Electropolis meets Technopolis" (E-Activity, 2010).

The "bright lights" in the theme of the route stand for electric power and industry which gives reference to "Electropolis Berlin". Steiner (2013, p. 231) traces back the urban development of Berlin parallel to the industrialization and the "Electric Revolution" in 1880s. AEG and Siemens are the protagonists of the electrified city. Their former factory complexes and representative offices are marked on the route. Apparently, the large part of the artefacts on the route belong to this category represented through power plants and substations. The former substations, heat and power plants reviving through electronic music and techno in the present time. After the fall of the wall, Buchhändlerhof Substation has become an event venue known as E-werk – "the place" for techno culture. Similarly, Berlin Power Plant, a later example of industrial site built when the wall was erected as the central power plant for East Berlin, operated until late 1990s and after it became abandoned famous techno club Tresor moved in. Since 2010 the turbine hall is vibrating with art and culture events by Kraftwerk Berlin. The modern Mitte Combined Heat and Power (CHP) Plant is still producing electricity and district heating operating under Vattenfall company. In addition to re-use of the old Berlin power plant, Vattenfall established its administrative and customer service centre in the BEWAG's former Scharnhorst Substation (Vattenfall AB & Centre for Business History, 2019). The brick gothic style was mastered by Hans Heinrich Müller, house architect for BEWAG, which made these sites imagined as "cathedrals of electricity" inspired by the medieval castle/cathedral complex in the Prussian city of Marienburg (Borden, 2017). One of the eminent examples of this style is the Humboldt Substation which is converted to office building for the tourism company "Get Your Guide".

4.2. Breweries and culture – "Here was once brewed beer - today culture" (Berlin Tourism & Congress GmbH).

The second part of the route's official theme highlights beer. There are three breweries – Groterjan Brewery, Pfefferberg Brewery and Kulturbrauerei - concentrated on the north-east section of the route (Schönhauser Allee), marking the district with the origins of historical brewing tradition. If the electricity and transport systems were the "nerves of the city" (Killen, 2006), Schönhauser Allee and Prenzlauer Berg would be the "belly of Berlin" (TIC, n.d.). Today, entertainment and consumption dominate the use and facilities as they become mix-use spaces with cultural spaces, cinemas, theatres, restaurants, clubs, administration offices, or accommodation facilities. Kulturbrauerei gives direct reference to cultural revitalization of the area bringing culture and brewery together under its name, which characterizes the economic focus on consumption, cultural production and entertainment (Mieg and Oevermann, 2014).

4.3. Railways and Transportation – "Metropolis on the Move" (Jeschke, 1999).

Another highly frequent emergent pattern connected to main theme on different levels is the railways and transportation - the by-product of industrialization as well as the requisite of industrial network and mobility. Anhalter Bahnhof was "the heart" of the city, "both the point of departure and the destination of the blood as it flows through the body's veins and arteries" (Roth, 2003, p. 105). Presner (2007, p. 3) associates railways with mobility, speed and exchange mapping the cultural geographies. As cities became connected to the growing rail network, the pace of mobility was increased which reflected on social and economic changes. The railway stations as the big hubs shaped the growth of the city - “the road leading toward the station usually developed into an important commercial street, attracting industry, and working-class quarters were built to surround the factories” (Matzerath, 1985, p. 156). As the developing industries moved to new location on the north of the city such as Moabit and Wedding, the need for ring line emerged the Berliner Ringbahn was built. Stadtbanh (S-bahn) was the “breakthrough for an efficient railway system” in Berlin (Fabian, 2000, p. 19).

4.4. Museums and monuments – “Places of public memory” (Dickinson et al., 2010).

Museums, as the old places of industry of yesterday, act as sites of memory today by telling and interactively visualizing the story. Deutsches Technikmuseum with the most comprehensive collection on the route is marked as the start and end point. It possesses original objects ranging from telegraphy and telephone to radio and television, which is a part of permanent exhibition “Elektropolis Berlin – a Telecommunications Story” (Deutches Technikmuseum, 2019) (See Fig. 4). Similarly, Museum for Communication used to be former Reichspostmuseum (Imperial Postal Museum) dating back to 19th century, as one of the first museums history and technology in the world. There is also a museum in the Kulturbrauerei, which holds a permanent exhibition about the everyday life in

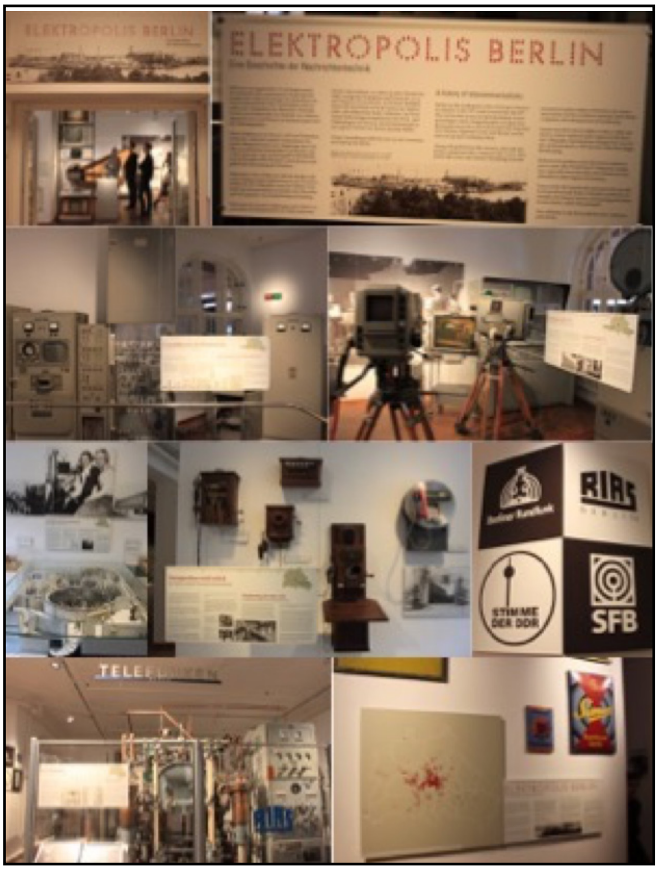

Figure 4. Electropolis Exhibition - Deutsches Technikmuseum (Source: Photographs by the Author)

GDR mainly concentrating on the 1970s-80s. There are also events organized such as neighbourhood walks, public talks or book presentations to attract people.

4.5. Tunnels and bunkers – “The Berlin Underground: Cultivation and Preservation of Subculture” (Rooney, 2018).

There is a secret city beneath Berlin, an entangled web of bunkers, tunnels and abandoned subway stations, a gateway to everyday life in wartime Berlin. The first tunnel on the bicycle route dates back to earlier times, when AEG (n.d) built the first underground tunnel in Germany in the 1890s to connect Humboldthain Works and the appliance factory on the Ackerstrasse. The electric trains were used to transport materials and workers. The underground systems offered different uses during the war times. During the World War I (WWI) it was munitions production, while during the World War II (WWII) it became an air-raid shelter like many other bunkers underneath Berlin. A similar story can be found at Fichtestrasse Gasometer, born by the myth of “city lights” in 1880s. The original purpose was to store illuminating gas for streetlights but also became an air raid shelter during the WWII and served as a bunk and shelter for refugees and homeless due to its windowless thick brick walls. Unlike the invisible underground labyrinths, the massive structure could be easily observed from the street level, a distinguished iconic landmark in the neighbourhood which attracts immediate attention when passing by. When cycling in the city, the gaze is focused on the landscape and the landmarks however the way to the hidden corridors under the ground is guided by “Berliner Unterwelten” offering special tours on different spots with different stories. Today, underground culture of Berlin is represented by subcultures that emerged as a counterpoint to the mainstream. But perhaps it had become the mainstream fashion and image of Berlin for the youth. The techno scene and the night life made Berlin the epicentre of the underground culture. The abandoned industrial sites became the city’s techno scene. Berlin’s underground formed the basis of the cultural infrastructure and urban identity after the Wall came down. Places such as E-werk, Tresor and Kraftwerk Berlin are the burgeons of Berlin underground and techno subculture.

4.6. Tenements and dwellings – From Working Class to Creative Class

The pace of industrialization and growing number of sites of production, eventually led to population growth and introduced the need for dwellings built around the industrial areas. The settlements and social facilities for the working class gives important hints about the social facts. Villas of the entrepreneurs are also part of it, as the complexes of production, management and residence. Similar to French term “maison mixte” used for the heterogenous resident structure, “Kreuzberg Mischung” (Kreuzberg Mix) was the name for “distinctive blend of residential and commercial space” (bzi, 2019). The “Mietskaserne” (rental barracks) emerged as an urban block scheme in the wake of industrialization, creating a “city inside the city” (Kuck, 2010). The several buildings on a single plot separated by small courtyards accommodated workers and their families. Höfe am Südstern is today known for the Sputnik Kino (screening arthouse cinema) in the third courtyard and on the fifth floor offering a gaze to the city from its balcony. The new formation of incubators replacing the old tenements made the area charming and attractive. The blocks are occupied by creative businesses, co-working spaces and start-ups. Moreover, the pressure created by the growth of tourism industry is highly felt in the city centre. In the past rental barracks offered as a solution to the accommodation shortages for the factory workers, these tenements offer short-term rentals for tourists through Airbnb, setting the scene for new urban tourism today.

5. Conclusion

The Electric Revolution and Berlin’s rise to European capital of the electrical industry are the underlying causes of the birth of Elektropolis from the historical perspective. However, Dame (2011) makes an extension to the myth originating from utopian narratives created in the 1920’s and 1930’s by adding the network of stakeholders referring to the aspect of social capital, which sets the ground for technological and social innovations. The progression in railway and engineering sectors, electronics, and the radio and telecommunications made “Elektropolis Berlin” a synonym for “modern, networked city” through the integration of public electric power and urban transport systems (Steiner, 2013: p. 231). Dame (2011) claims the number and diversity of buildings including factories, company representative offices, telephone exchanges, public transport stations for trams and subways, suburban railway stations, villas of industrialists, settlements and social facilities for employees, power stations as the witnesses of the multi-faceted history of Elektropolis. It is still possible to read the codes of Elektropolis written on the urban landscape and the industrial sites represented on the routes which shape the mental image.

Deindustrialization had deeply affected major industrial cities and their image represented as abandoned factory facilities as their basic feature. Huyssen (2003, p. 192) claims that the image is the major concern for “rebuilding key sites in the heart of Berlin” to increase attractiveness for tourists. Urban tourism is perceived as a viable solution to revitalize the city by transforming heritage assets into attractions (Barrera-Fernandez et al., 2016). The industrial sites are not mere expressions of collective identities and memory, but also places of experiences on the individual level which makes them sites for close interaction with heritage. In this framework, the cultural heritage routes serve as modes of both representation and practice, where the remnants of the past in the urban landscape and their former meanings affect our mode of encounters and turn them into vivid mental images.

MacLeod (2017) asserts that “a trail is only a suggested route” where visitors are encouraged “to select elements of a story and compare historical themes with contemporary street culture”. Similarly, this paper follows a comparison between the past meanings and present forms of experience presented by the patterns emerging from the data as follows - “from electric industry to electronic music industry and creative city”, “from bunkers to underground culture industries”, “from beer production to cultural consumption”, “from co-living to co-working spaces”. Since massive structures of old industrial sites occupy large space in central locations, they are attractive locations by means of urban rent. In a World City like Berlin, there may still be abandoned sites, however it will not take so long for them to be the subject of adaptive re-use or demolishment to create space for a lucrative construction site according to the emerging market demands in the urban economy. Cultural industries are seen as an engine that generates effective solutions, especially in terms of creative economy. Heritage tourism joins directly into this picture by mobilizing people, enriching experience and/or making it worth gazing at the old industrial sites, while creating awareness and strengthening the local identity.

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ANADOLU UNIVERSITY FACULTY OF TOURISM

ENGLISH COMMUNICATION NEEDS OF TOURISM FACULTY UNDERGRADUATES: A COMPARATIVE STAKEHOLDER ANALYSIS[1,2]

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ABSTRACT

The purpose of this study is to identify the needs of tourism faculty undergraduates to develop their English communication skills with a comprehensive needs analysis and to investigate if the stakeholders' views about the students' needs differ from one another. The study is considered to be important because it included all the stakeholders of tourism faculties in Turkey to provide a basis for a well-tailored vocational English curriculum and to increase the qualifications of tourism faculty graduates. In this study, graduates and undergraduates of tourism faculties, tourism lecturers and English language instructors at tourism faculties and executive representatives of the tourism sector were taken as the stakeholders. The population of the study covered all tourism faculties in Turkey. The sample was taken from six different tourism faculties using the simple random sampling method with a questionnaire. The sampling of the graduates and executive sector representatives was taken from an Antalya-based association using the simple random sampling method again. Analysis of the research data helped identify which stakeholders differed from one another in the needs of tourism undergraduates for the development of tourism undergraduates' English communication skills, especially tourism lecturers were found to have differed from almost all other stakeholders. Relevant suggestions are offered to manage the differences to increase the effectiveness of the English courses currently given at tourism faculties and possible reasons for such differences among stakeholders are discussed in the study.

1. Introduction

Tourism is a sector that has increased its importance day by day and turned into a global industry especially in the last quarter-century (Veijola, 2010: p. 84). In parallel with this, effective and sustainable management of this rapidly growing industry gains importance and more qualified labour force is needed (İçöz, 1991: p. 15; Jafari and Sola, 1996: p. 229; Kusluvan and Kusluvan, 2000: p. 251; Haven-Tang and Jones, 2008: p. 353). Tourism faculties are the institutions responsible for raising this qualified laborforce in Turkey. The graduates of tourism faculties can't reflect their tourism-related skills on the sector without having sufficient English language skills due to the international nature of the tourism sector (Kuppan, 2008; Hsu, 2010; Chen et al. 2011) because tourism is a sector where communication among individuals from different countries is intense (Davras and Bulgan, 2012: p. 231).

In the literature, there are many studies conducted on the students learning English for special purposes (Laborda, 2002; Blue and Harun, 2003; Lin et al. 2013; Lo, 2011). However, despite all the findings and suggestions of these studies, tourism faculty graduates continue to fail to use their foreign language skills as a means of communication following their graduation. In order to overcome such problems, it is necessary to determine tourism undergraduates' language needs and expectations from language teaching processes correctly to be able to plan the objectives of vocational English courses and to create course contents in line with their needs (Allwright and Allwright, 1977; Mackay and Mountford, 1978; Widdowson, 1981; Hutchinson and Waters 1987; Waite, 1989).

Considering that English communication skills are very important for the tourism faculty graduates and that the failure of the tourism faculty graduates in using English for communication purpose is common, a detailed needs analysis needs to be conducted. Only in this way, it will be possible to design English instruction effectively with the participation of all the stakeholders of tourism faculties. It is also important to find out whether there is a difference

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[2] This article is the peer-reviewed and revised form of the study entitled 'Comparative Analysis of the Opinions of the Stakeholders of Tourism Faculties Regarding the Needs of Tourism Faculty Students for the Development of their English Communication Skills' which is presented in the 20th National 4th International Tourism Congress, Eskişehir-Turkey (October 2019).

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between the views of the stakeholders who have to jointly work to raise qualified graduates from tourism faculties. This study aims to fill in this gap in the relevant literature.

Since the services delivered in the tourism sector are generally abstract, the quality of the personnel employed in the sector increases the perceived quality of the services and reflects positively on the customer satisfaction receiving them (Kelley, 1992; MacVigar and Rodger, 1996; Leslie and Richardson, 2000; Conlin and Baum, 2003; Haven-Tang and Jones, 2008). The opposite of this occurs when employees in the sector lack adequate foreign language skills, and thus the value of the tourist attractions offered to consumers and their satisfaction levels decrease (Leslie and Russell, 2006; Ghany and Latif, 2012; Akgöz and Gürsoy, 2014). For these reasons, appropriate English teaching and course design should be implemented to make tourism graduates effective foreign language users following their graduation (Leslie and Russell, 2006).

In the present circumstances in Turkey, the language practitioners and faculty directors' views are taken into account in the design of English courses but the vocational needs of tourism undergraduates for English communication skills are generally ignored (İgrek, 2013). However, Hutchinson and Waters (1991) emphasize the need to identify undergraduates' needs and to keep students at the centre of language teaching and course design.

2. Methodology

Quantitative data collection method was used in the data collection stage in the study. The reason for this is that it is more convenient to work with large samples (Carr, 1994). The questionnaire developed by Boran (1994) was used in the study. Three different versions of the questionnaire were adapted and no change was made in the content items except the demographic questions and rhetoric language. One version was adapted for the undergraduates, one version was adapted for tourism lecturers and English instructors at tourism faculties. The third version was adapted for the representatives of the sector and the graduates of tourism faculties. Each version was piloted on a group of participants with similar characteristics to the research population. According to the reliability analysis of the pilot study, the Cronbach's alpha (α) coefficient was found to be 0.89. This value indicates that the scale is a highly ($\alpha > 0.70$) reliable one (Hair et al., 2010). The questionnaire was administered between July and September 2018.

2.1. Population and Sampling

The research population consisted of all the tourism faculties in Turkey. Therefore, the research population consisted of tourism undergraduates, tourism lecturers, graduates of tourism faculties, English language instructors and executive representatives of the sector. Due to the cost and time-related limitations, the simple sampling method was used in the sampling stage and the sample was taken from 6 different tourism faculties. In order to sample from tourism faculty graduates and sector representatives, the questionnaire was administered in an Antalya-based association whose members consist of hotel managers, using simple sampling method again. The sample size of the participants was calculated using the sample size table suggested by Cohen, Manion and Morrison (2000) and it was aimed to administer the questionnaire on at least 384 participants.

A total of 448 questionnaires were administered to tourism faculty undergraduates by the researcher at six faculties. The questionnaire was replied by 90 tourism lecturers. A total of 32 questionnaires were delivered to the English language instructors and 22 questionnaires were returned. 130 members from the chosen regional association with around 1200 members filled out the related questionnaire. 60 of them were found to have a degree from a tourism faculty and the remaining of them were found to be sector representatives.

2.2. Purpose and Significance of the Study

This study aims to determine whether there is any difference between stakeholders' views on the English communication needs of tourism undergraduates and to identify which stakeholders' views differ from one another. Language learners, who are the primary resources in needs analysis may not be aware of their English communication needs. Therefore, it is the responsibility of the needs analyst or course designers to determine the needs of the students by ensuring the participation of all stakeholders in the needs analysis. The findings of such a needs analysis and designing courses in line with the findings will lead to positive consequences for all stakeholders. To achieve success in practice, it is important to identify the differences in the views of all stakeholders regarding the needs of tourism undergraduates. Only with this way, it will be possible to design and successfully implement the courses that fully meet the communication needs of tourism undergraduates at maximum level, including the setting of effective course objectives, course materials, assessment tools and learning outcomes. In the study, the following hypotheses have been developed in order to determine the differences between the views of the stakeholders regarding the relevant needs of tourism undergraduates;

H1. Stakeholders' views on the needs of tourism faculty undergraduates to improve their English reading skills significantly differ from one another.

H2. Stakeholders' views on the needs of tourism faculty undergraduates to improve their English writing skills significantly differ from one another.

H3. Stakeholders' views on the needs of tourism faculty undergraduates to improve their English speaking skills significantly differ from one another.

H4. Stakeholders' views on the needs of tourism faculty undergraduates to improve their English listening skills significantly differ from one another.

H5. Stakeholders' views regarding the effectiveness of the English courses offered in tourism faculties significantly differ from one another.

H6. Stakeholders' views regarding the participation of the stakeholders in the design of English courses at tourism faculties significantly differ from one another.

H7. Stakeholders' attitudes towards English significantly differ from one another.

This study is a significant one as it conducted a comprehensive needs analysis based on all stakeholders' participation to find out the needs of tourism faculty undergraduates to improve their English communication skills and also focused on the possible difference between the views of the stakeholders regarding the needs for developing tourism faculty students' English communication skills. It is not possible to design appropriate course content, to adapt appropriate teaching methods and techniques and to achieve already set course objectives in the cases where the language needs of the target students are ignored or are not determined appropriately.

2.3. Data Analysis

The data obtained from the study was submitted for relevant statistical analysis to determine whether there is a statistical difference among the stakeholders' views regarding the needs of tourism faculty undergraduates to improve their English communication skills and if there is, which stakeholders differ from one another. For this purpose, percentages and frequencies were calculated with SPSS. One-way ANOVA test was used for between-group comparison because the data for the related items were found to have a normal distribution (between +2.0 and -2.0) (George, 2011). When a significant difference was found, Gabriel Post Hoc test was used to determine which groups differed.

3. Findings

3.1. Demographic Findings Regarding the Participants

As seen in Table 1, 41.9% (n = 259) of the participants were female and 58.1% (n = 359) of them were male. The number of participant students from the tourism faculties was 62.5% (n=386). The percentage of tourism lecturers was 14.6% (n=90). Then, the sector representatives and graduates followed with 9.7% (n=60). The lowest participation rate was found to be English instructors with 3.6% (n=22).

Table 1. Demographic Information About Participants

Participant	N	%
Female	259	41.9
Male	359	58.1
English Instructors	22	3.6
Tourism Lecturers	90	14.6
Sector	60	9.7
Graduate	60	9.7
Undergraduate	386	62.5
Between 17-21	242	39.2
Between 22-26	193	31.2
Between 27-31	62	10
Between 32-36	43	7
37 and above	78	12.6
Total	**618**	**100.0**

As shown in Table 2, 39.2% (n = 242) of the participants were in the 17-21 age range. 31.2% of them (n = 193) were in the range of 22-26 years and the percentage of the participants aged 37 years and above was 12.6% (n = 78). The percentage of participants aged between 32 and 36 was the lowest with 7% (n = 43)

56.3% of the participants (n = 348) suggested Intermediate level as the exit level for tourism faculties while 29.1% (n = 180) of them suggested upper intermediate level as the exit level. The rate of those stating that elementary level should be the exit level at tourism faculties was 2.6% (n = 16), while the rate of those stating that pre-intermediate level should be the exit level with 8.4 (n=52). The rate of those stating that beginner level should be the exit level was found to be 0.8% (n=5) while the rate of those stating that advanced level should be the exit level with 2.8% (n=17).

Table 2. Findings Regarding the Suggested Exit Levels for Tourism Faculties

Suggested Exit Level	N	Yüzde
Beginner	5	0.8
Elementary	16	2.6
Pre-intermediate	52	8.4
Intermediate	348	56.3
Upper-Intermediate	180	29.1
Advanced	17	2.8
Total	**618**	**100**

3.2. Findings of Between Group Comparisons

3.2.1. Findings Regarding English Reading Skills

One Way ANOVA test indicated that there is a significant difference between the stakeholders' views regarding tourism undergraduates' needs for developing their English reading skills (p = 0.001). Therefore, Gabriel Post Hoc test was conducted. As seen in Table 3, the views of tourism lecturers significantly

Table 3. Gabriel Post Hoc Test Results for English Reading Skills

(I)	(J)	MD(I-J)	SE	P
English Inst.	Tourism Lect.	-,12514	,14905	,991
	Sector	,28906	,15620	,444
	Graduate	,24091	,15620	,696
	Undergraduate	,10847	,13737	,987
Tourism Lect.	English Inst.	,12514	,14905	,991
	Sector	,41420*	,10445	**,001**
	Graduate	,36605*	,10445	**,005**
	Undergraduate	,23361*	,07336	**,008**
Sector	English Inst.	-,28906	,15620	,444
	Tourism Lect.	-,41420*	,10445	**,001**
	Graduate	-,04815	,11442	1,000
	Undergraduate	-,18059	,08697	,214
Graduate	English Inst.	-,24091	,15620	,696
	Tourism Lect.	-,36605*	,10445	**,005**
	Sector	,04815	,11442	1,000
	Undergraduate	-,13244	,08697	,639
Undergraduate	English Inst.	-,10847	,13737	,987
	Tourism Lect.	-,23361*	,07336	**,008**
	Sector	,18059	,08697	,214
	Graduate	,13244	,08697	,639

***Significant at 0.05 level**

differed from the sector representatives (p = 0.001), graduates (p = 0.005) and undergraduates (p = 0.008).

3.2.2. Findings Regarding English Writing Skills

One Way ANOVA test revealed that there is a significant difference between the stakeholders' views regarding the needs for English writing skills (p= 0.001). Therefore, Gabriel Post Hoc test was conducted. As seen in Table 4, the views of tourism lecturers significantly differed from the sector representatives (p= 0.037), graduates (p= 0.001) and undergraduates (p= 0.001). Similarly, it was found that the views of the English instructors significantly differed from the views of the graduates (p= 0.032).

3.2.3. Findings Regarding English Speaking Skills

One Way ANOVA test revealed that there is a significant difference between the stakeholders' views regarding the needs for English speaking skills (p= 0.001). Therefore, Gabriel Post Hoc test was conducted. As seen in Table 5, the views of the tourism lecturers significantly differed from the sector representatives (p= 0.003), graduates (p= 0.001) and undergraduates (p = 0.001).

3.2.4. Findings Regarding English Listening Skills

One Way ANOVA test indicates that there is a significant difference between the stakeholders' views regarding the needs for English listening skills (p= 0.006). Therefore, Gabriel Post Hoc test was conducted. As seen in Table 6, the views of the tourism lecturers significantly differed from those of the undergraduates (p= 0.001).

Table 4. Gabriel Post Hoc Test for English Writing Skills

(I)	(J)	MD(I-J)	SE	P
English Inst.	Tourism Lect.	-,07489	,15866	1,000
	Sector	,24654	,16627	,742
	Graduate	,47749*	,16627	,032
	Undergraduate	,33268	,14623	,075
Tourism Lect.	English Inst.	,07489	,15866	1,000
	Sector	,32143*	,11119	,037
	Graduate	,55238*	,11119	,001
	Undergraduate	,40757*	,07809	,001
Sector	English Inst.	-,24654	,16627	,742
	Tourism Lect.	-,32143*	,11119	,037
	Graduate	,23095	,12180	,451
	Undergraduate	,08615	,09258	,975
Graduate	English Inst.	-,47749*	,16627	,032
	Tourism Lect.	-,55238*	,11119	,001
	Sector	-,23095	,12180	,451
	Undergraduate	-,14481	,09258	,603
Undergraduate	English Inst.	-,33268	,14623	,075
	Tourism Lect.	-,40757*	,07809	,001
	Sector	-,08615	,09258	,975
	Graduate	,14481	,09258	,603

***. Significant at 0.05 level**

Table 5. Gabriel Post Hoc Test for English Speaking Skills

(I)	(J)	MD(I-J)	SE	P
English Inst.	Tourism Lect.	-,13973	,14663	,977
	Sector	,23064	,15366	,728
	Graduate	,26212	,15366	,562
	Undergraduate	,14707	,13514	,894
Tourism Lect.	English Inst.	,13973	,14663	,977
	Sector	,37037*	,10275	,003
	Graduate	,40185*	,10275	,001
	Undergraduate	,28680*	,07217	,001
Sector	English Inst.	-,23064	,15366	,728
	Tourism Lect.	-,37037*	,10275	,003
	Graduate	,03148	,11256	1,000
	Undergraduate	-,08357	,08556	,966
Graduate	English Inst.	-,26212	,15366	,562
	Tourism Lect.	-,40185*	,10275	,001
	Sector	-,03148	,11256	1,000
	Undergraduate	-,11505	,08556	,785
Undergraduate	English Inst.	-,14707	,13514	,894
	Tourism Lect.	-,28680*	,07217	,001
	Sector	,08357	,08556	,966
	Graduate	,11505	,08556	,785

***. Significant at 0.05 level**

Table 6. Gabriel Post Hoc Test for English Listening Skills

(I)	(J)	MD(I-J)	SE	P
English Inst.	Tourism Lect.	-,24444	,15787	,660
	Sector	,01944	,16544	1,000
	Graduate	-,05278	,16544	1,000
	Undergraduate	,05009	,14549	1,000
Tourism Lect.	English Inst.	,24444	,15787	,660
	Sector	,26389	,11063	,156
	Graduate	,19167	,11063	,574
	Undergraduate	,29453*	,07770	,001
Sector	English Inst.	-,01944	,16544	1,000
	Tourism Lect.	-,26389	,11063	,156
	Graduate	-,07222	,12119	1,000
	Undergraduate	,03064	,09211	1,000
Graduate	English Inst.	,05278	,16544	1,000
	Tourism Lect.	-,19167	,11063	,574
	Sector	,07222	,12119	1,000
	Undergraduate	,10286	,09211	,920
Undergraduate	English Inst.	-,05009	,14549	1,000
	Tourism Lect.	-,29453*	,07770	,001
	Sector	-,03064	,09211	1,000
	Graduate	-,10286	,09211	,920

***. Significant at 0.05 level**

3.3. Findings Regarding the Evaluation of the English Courses at Tourism Faculties

One Way ANOVA test was conducted to see whether there is a significant difference between the stakeholders' views towards the evaluation of the English courses given at tourism faculties, and it was found that there is a significant difference (p= 0.001). Then, Gabriel Post Hoc test was conducted. As seen in Table 7, the views of the English instructors differ significantly from the views of the undergraduates (p= 0.022). Likewise, the views of the tourism lecturers differ significantly from the views of the undergraduates (p= 0.001). It was also found that the views of the undergraduates differ significantly from the views of the graduates (p= 0.001).

3.4. Findings regarding the Participation of the Stakeholders in English Course Design

One Way Anova test was conducted to find out if there is any significant difference between the stakeholders' views regarding the participation of the stakeholders in English course design at tourism faculties revealed that there is not any significant difference (p= 0.059).

3.5. Findings regarding the Participation of the Stakeholders in English Course Design

One Way Anova test was conducted to find out if there is any significant difference between the stakeholders' views regarding their attitudes towards English in general revealed that there is not any significant difference (p= 0.179). The status of the tested hypotheses is Table 8;

Table 7. Gabriel Post Hoc Test for the Evaluation of the Current English Courses

(I)	(J)	MD(I-J)	SE	P
English Inst.	Tourism Lect.	-,04836	,25407	1,000
	Sector	-,29280	,26626	,949
	Graduate	,21553	,26626	,994
Tourism Lect.	English Inst.	,04836	,25407	1,000
	Sector	-,24444	,17805	,840
	Graduate	,26389	,17805	,769
	Undergraduate	-,56366*	,12505	,001
Sector	English Inst.	,29280	,26626	,949
	Tourism Lect.	,24444	,17805	,840
	Graduate	,50833	,19504	,090
	Undergraduate	-,31921	,14825	,176
Graduate	English Inst.	-,21553	,26626	,994
	Tourism Lect.	-,26389	,17805	,769
	Sector	-,50833	,19504	,090
	Undergraduate	-,82755*	,14825	,001
Undergraduate	English Inst.	,61202*	,23416	,022
	Tourism Lect.	,56366*	,12505	,001
	Sector	,31921	,14825	,176
	Graduate	,82755*	,14825	,001

***. Significant at 0.05 level**

Table 8. Status of the Hypotheses Tested in the Study

Hypotheses	P	Status
H1. Stakeholders' views on the needs of tourism faculty students to improve their English reading skills significantly differ from one another.	0.001	**Accepted**
H2. Stakeholders' views on the needs of tourism faculty students to improve their English writing skills significantly differ from one another.	0.001	**Accepted**
H3. Stakeholders' views on the needs of tourism faculty students to improve their English speaking skills significantly differ from one another.	0.001	**Accepted**
H4. Stakeholders' views on the needs of tourism faculty students to improve their English listening skills significantly differ from one another.	0.006	**Accepted**
H5. Stakeholders' views regarding the effectiveness of the English courses offered in tourism faculties significantly differ from one another.	0.001	**Accepted**
H6. Stakeholders' views regarding the participation of the stakeholders in the design of English courses in tourism faculties significantly differ from one another.	0.059	**Refused**
H7. Stakeholders' attitudes towards English significantly differ from one another.	0.179	**Refused**

3. Conclusion and Suggestions

In light of the findings of the study, it could be concluded that tourism lecturers have the highest needs expectations for English reading skills. However, it is also significant that their perceptions of the needs for this skill are similar to those of English instructors at tourism faculties. At this point, it is seen that there is a need for further studies examining the reasons why their perceptions are high.

The findings obtained from the between-groups analyses regarding English writing skills indicated that the views of the tourism lecturers differed from those of the sector representatives, graduates and tourism undergraduates. Again, as stated for English reading skills, the views of tourism lecturers were found to have the highest perception of needs.

The findings obtained from the between-group comparisons conducted for English writing skills also indicated that English instructors significantly differed from the tourism graduates. Graduates have lower perceptions of need than the English instructors despite their sector experience. This finding can also be attributed to that the knowledge of the English instructors regarding the tourism sector is insufficient, which needs to be handled as they are a significant stakeholder in raising labour force for the tourism sector.

The findings obtained from between comparisons regarding needs for English speaking skills revealed that tourism lecturers differed from the sector representatives, graduates and undergraduates. Tourism lecturers have the highest perception of the need for English speaking skills among all stakeholders except English instructors as in reading and writing skills.

According to the findings of between-group comparisons regarding English listening skills, tourism lecturers differ from tourism undergraduates. However, they have a similar perception of needs for English listening skills to the other stakeholders.

The findings regarding the evaluation of the current English courses given at tourism faculties revealed that tourism lecturers differed from tourism undergraduates. In other words, the perceptions of the tourism lecturers regarding the achievements in gaining English listening skills in English courses are much higher than the tourism undergraduates. Similarly, English instructors and tourism undergraduates differ in their perception of achieving English listening skills at tourism faculties. Tourism undergraduates' perception of achieving English listening skills in English courses was found to be higher than English instructors. It is noteworthy that undergraduates have higher perceptions of achievement in gaining English listening skills than the English instructor.

Similarly, it is also noteworthy that the perceptions of tourism undergraduates about gaining English listening skills in English courses differ from the graduates. This finding can be interpreted as follows. The students who believe that they have gained adequate English listening skills in their undergraduate courses understand that they have failed to acquire the relevant skills in their faculties when they attempt to use their skills in the sector, but they do not have the chance to make up for their loss. Therefore, the awareness of undergraduates regarding their English language skills needs following their graduation is weak and needs to be improved during their undergraduate education. It was also seen that all stakeholders should be included in curriculum and course design, which may help educate better graduates of tourism with better foreign language skills, and it was also found that all stakeholders have similar positive attitudes towards English and the need for English teaching at tourism faculties.

Another finding that can be concluded from these findings is that the tourism lecturers generally differ from other stakeholders, and further studies are needed to improve their perceptions towards the communication needs of their students. This is important because they seem to be the major decision-makers at tourism faculties. It could be said that their expectations are far from realistic, and it needs to be normalized.

Another point to be emphasized is the establishment of effective coordination between the English instructors and the tourism lecturers and this will increase the effectiveness of the English courses (Dudley-Evans and St John, 1998: p. 45). It could be claimed that the teaching hours at faculties are limited, and implementing such a team-teaching approach will be time-consuming. In this case, one or two extra hours per week could be created in faculties for such activities. An advantage of this kind of team teaching activities is the creation of a positive perception of undergraduates that the tourism lecturers give importance to English course and English teaching (Jordan, 1997: p. 121), and this can also help tourism lecturers normalize their perceptions regarding undergraduates' needs for English communication skills. This can also help English instructors at tourism faculties to learn more about the nature of tourism sector and be better and more effective stakeholders of tourism faculties, thus can be better practitioners of English language teaching in line with the set principles by their organisations.

Besides, it will be possible to eliminate the possible missing information of the English instructors regarding tourism and to correct any misunderstanding. This coordination can also be realized with the other stakeholders so that all stakeholders can meet at a reasonable and realistic point in terms of the needs of tourism undergraduates to improve their English communication skills as they are supposed to collaborate in raising qualified graduates. As a result of this, the effectiveness of the English courses in tourism faculties could be increased and the desired goals regarding undergraduates' qualification could be achieved.

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ANADOLU UNIVERSITY FACULTY OF TOURISM

CULTURAL BENEFITS OF FORMER MILITARY BUILDINGS' REUSE: PUBLIC ROOM, SKOPJE, REPUBLIC OF NORTH MACEDONIA[1]

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ABSTRACT

The reuse of former military buildings is a relatively recent tendency in Skopje. As in different regions and countries around the world, especially after the fall of the Berlin Wall and start of the new political realities in Europe in the late 80s and the beginning of 90s, in the former socialist countries, such as Macedonia, military heritage has become a common part of the society and has been used for various cultural purposes. These former military facilities that have remained in a good physical condition and that have undergone contemporary reuse projects in Skopje have become a part of the new cultural networks and routes, and they have even promoted various values related to smart city concept. The conversion from the rigid and neglected military buildings which have been existing near the former Railway Station into new cultural hubs, centers for design and innovations are offering vast multi-layered benefits to the cultural mainstreams. This paper aims to interpret how the mentioned benefits are achieved through the applied adaptive reuse project and decision-making process within the context of "Public Room"; offering and promoting up-to-date multicultural activities and events to the locals and tourists, without any bias towards political, ethnical or religious orientation.

1. Introduction

Buildings have always been adjusted or modified to a certain extent. Although the adaptation of old buildings is not a new practice, their conversion into contemporary uses on a regular and larger scale has been a recent case. From the past, there was evidence of only occasional building conversions starting up from the Roman era up to the late Medieval period, whereas conversions implemented between the 16th and 19th centuries and other forms of adaptive reuse approaches became more common (Cunnington, 1988).

Nowadays, as a common problem in practice, besides many existing typologies including the industrial/military buildings that are potentially still in good physical/structural quality, unfortunately, they are being redundant or neglected due to various influential factors (Gregg and Crosbie, 2001). It would be a loss of valuable built assets to destroy such structures because demolition is a non-economic, wasteful, hazardous, polluting, disruptive and costly process (Douglas, 2006). Adaptive reuse of military buildings as part of the industrial building heritage in the cities received a lot of attention in the previous century, especially after II. World War and the changes in the political systems in Europe and worldwide. The redevelopments and reuse of abandoned industrial sites and buildings, which are often located in the central sections of urban areas, have huge potential to improve the quality of life in different manners in the cities (Li, H & Lui, W, 2013).

The industrial heritage (warehouses, factories, gas-stations, mills, railway stations) is becoming more suitable to host various uses that are matching the contemporary way of living, such as art galleries, design & cultural centers, offices, theatres, etc. Moreover, their building characteristics and spatial volumes, the legislation and by-laws are allowing designers to have freedom in their conversion for different uses, concepts, and functions. Usually, conversions to other uses are more attractive than same-use conversions. The new use may involve minimal spatial, interior and functional requirements that do not differ much from the original. Usually, such building typology requires structural and interior modifications so to accommodate the changes easily (Douglas, 2006).

As the most recent tendencies in reuse strategies/approaches, the reuse or "retrofit" of different typologies of buildings, including the industrial heritage buildings, are covering a new and interesting aspect of the urban developments, especially in the domain of the mainstream culture today: the "creative cities" concept. As Harrison and

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Donnelly emphasize in their study about the theory of smart cities by analyzing recent developments and changes as:

> *"These challenges lead to experiments with new approaches to the planning, design, finance, construction, governance, and operation of urban infrastructure and services that Smart Cities are broadly called (Harrison & Donnelly, 2011)."*

In that sense, reusing already existing structures in good condition is fitting the smart cities concept because it offers much more sustainable and economic solutions, less hazardous and wasteful approaches while adapting new functions to old buildings.

When it comes to the case study methodology of the Public Room facility in Skopje, this prism is becoming possible after starting with the steps for creating National Strategies on Creative Industries (Creative Industries Mapping in the Republic of Macedonia, Skopje, 2016) that was initiated and performed basically by the Ministry of Culture. On one side, this explains the level of institutionalized influence in the process but on the other side it is not limiting the creative potential that influences the recent culture and art production, but instead of promoting art and culture as basic hubs for collecting creative potential that participates in the concept of the city creativity, cultural networks development, and cultural routes definition. In this context, the same point of "smart cities" appears to influence tourism, cultural tourism, adaptive reuse approaches and many other forms of creative existence on the urban scale.

Many other examples and platforms confirm the tendency of recognition of the cultural, thus promotional and touristic potential of these building typologies as well as bringing the life back into the forgotten corners of the cities, similarly to the case study of "Public Room". As stressed in detail in the PSFK platform – (The Future of cities, 2013), they even elaborate recent trends, which are responsible for the sustainable growth and effective management of the smart cities as they respond to the exceptional challenges by the rapid urbanization. These trends are mostly;

> *"aided by connected technologies, social platforms, and flexible design thinking, cities at the forefront of these progressive solutions are creating a compelling blueprint for ensuring that their citizens, businesses and public institutions thrive" (PSFK- The Future of cities, 2013).*

Some of the emphasized values and topics coming from the above-mentioned report coincide again with the main topic of this research and presentation of the case study of "Public Room", such as pop-up culture[2], creative clusters[3], urban canvas[4], artistic endeavors (PSFK- The Future of cities, 2013).

With such approaches mentioned above, it is possible to reach the point to ask questions such as: Where are the forgotten corners and facilities in the cities that need contemporary, emerging and creative places? How do future creative scenarios seduce policymakers, decision-makers, planners, and designers? How are the complex decision-making processes and reuse projects provided in practice (Tsakarestou, 2013)?

Possible answers and solutions are again leading to the traces back to creativeness, adaptive reuse, smart cities, urban patterns and cultural routes, tourism developments, reviving forgotten facilities such as the study of "Public Room" in Skopje.

2. Research Process

The main objective of this paper is to examine how the benefits are achieved through the new contemporary reuse approach implemented on a former military building facility, namely "Public Room". Moreover, this research aims to examine and present how the complex process of decision-making in adaptive reuse strategies influences and improves the facility not just in micro (unit) level as well as urban level. Proper selection of the concept and the program for the former military facility are also crucially important because, in future stages, the reused facility should reflect creative and up-to-date values which will bring about benefits for the city.

The methodology used in this paper will be qualitative and initially provided through the setting of a theoretical framework. The theoretical framework includes the literature review related to adaptive reuse decision-making processes and context analysis of the former military heritage in Skopje, particularly introducing the context as a case study. The purposefully selected case study methodology for the "Public Room" is implemented in two phases. In the first phase, as mentioned before, is about the context analysis (presenting the nearest surrounding of the building, decision-makers, and policies of the stakeholders). In the second phase is about the descriptive analysis of the building and collected data (presenting the previous condition of the building, earlier conceptual stages

[2] *Pop-up culture:* Architects and planners are experimenting with temporary venues designed to be quickly deployed and assembled to host temporary events like performances and films. These flash experiences connect with an ever-changing audience, while highlighting locally sourced content and bringing cultural enrichment into people's lives.

[3] *Creative clusters:* As a way to breathe life back into forgotten corners of a city, there has been a renewed push to develop an artistic and cultural infrastructure like galleries, studios and workshops within transitional neighborhoods. By highlighting educational programming and creative self-expression, these grassroots efforts seek to build a strong anchor for the surrounding community that is attractive to both residents and visitors. As these areas establish themselves as destinations, they open the door for further social and business ventures, adding to the collective benefit of a place.

[4] *Urban canvas:* Artistic endeavors and considered redevelopments that make the city landscape feel more vibrant and alluring, while engaging citizens around shared experiences and conversations.

of the adaptive reuse approach together with the new condition of the building; executive stages in the project and decision-making processes).

Furthermore, the data collection was done on the site of the case study through personal analysis, participation in the reuse project, observations, photo documentation of both previous and recent condition, and archive research for the technical documents of the reuse project, meetings, and interviews with experts and stakeholders.

The data collection was evaluated, analyzed and categorized through a comparative table which is presented in the result part as achieved in multi-layered benefits from the adaptive reuse project. Thus, recent tendencies regarding the "Smart city" concept and platforms that have already been presented in the introduction part are directly correlated with the case study as another aspect in the result part.

As a limitation of this paper, the focus is only on the decision-making process of the case of Public Room (Center for Design and Innovation) and the achieved benefits and the focus is not on any other industrial or military facilities in the nearby context or the urban cultural network in that part of the city.

3. Decision-making Process in Adaptive Reuse Approach

Particularly in the adaptive reuse approach and development and decision-making process, many professionals from both the public and private sectors are required to ensure that all of the necessary elements are coordinated and the tasks are completed. Because of their specific roles, expertise, and backgrounds, the stakeholders naturally approach the adaptive reuse process differently, with different ideas, strategies, and methods than the experts (Bond, 2011). Adaptive reuse process of industrial/military building typologies reflects with complexity, creativity, design thinking, co-creative, and collaborative planning which include involvement of various factors, strategies, and approaches such as (Bond, 2011):

- stakeholders (building owners, authorities, planers, institutions, companies, communities, etc.);
- strategies (intervention, insertion, and installation);
- approaches (contextual, contrast, free design, within, over, around and alongside building);
- feasibility studies, regulation, and legislation (degrees of protection);
- involvement of local communities (local needs, opinions);
- identification (location, building, materials, sense of place, values, etc.);
- definition of actors (experts, building owners, organizations, stakeholders);
- the decision of the conservation actors (working team);
- analysis of the existing fabric;
- definition of adaptive reuse potentials (concepts, typology, methods);
- definition of financial changes (funds, donations);
- final decisions (executive stages);
- a management plan for future use and maintenance of the building (international or local organizations, owners, etc.).

Furthermore, by applying these important steps of adaptive reuse decision-making process, the final result and the new uses, functions for existing industrial / military structures could be advantageous from many aspects such as: its function, users, the building itself (aesthetics, maintenance and protection) and on urban level as well (Mine,2013). The most common benefits that could eventually come from the properly applied adaptive reuse strategies and decision-making process can be categorized as cultural, social, economic, environmental, technologic, functional, and aesthetic benefits common for both communities and the city (Johnson, 1996).

3.1. Former Military Heritage in Skopje

After the fall of Yugoslavia in 1991, in R. N. Macedonia as a former socialist country had many military and industrial facilities that were built in the first half of the 20th century and remained in the good physical condition and that were located in many cities across the country. Skopje, the capital city and a crossroad of many communications in the Balkan Peninsula, is a major political, economic, educational and cultural center. In Skopje, in the central district of the city there are many former military facilities (most of them were used for military needs as armor storages, warehouses, stables and some of them as facilities that are part of the Old Railway station) that remained abandoned and completely neglected besides their spacious capacities, unique characteristics and valuable locations.

Particularly, near the Old Railway station (built-in 1938 by Velimir Gavrilovik, Serbian architect and existing before the devastating Earthquake in 1963) that had an enormous importance for the economic and industrial development for the country and the capital city, many warehouses and storage facilities were built between 1919-1938 and stayed in solid structural condition (The Old Railway Station, n.d. see Fig. 1). The reason why the structural qualities and capacities of these facilities are not easily prone to premature physical obsolescence could be answered as that it is because of the durability of the construction made for the industrial and military purposes (Multimedia Centre "Mala Stanica" – National Gallery of Macedonia, n.d.).

Some of the buildings were used for the purposes of the Ministry of Defense, yet some of them were completely demolished and some remained locked, empty and neglected. In the recent decade, these

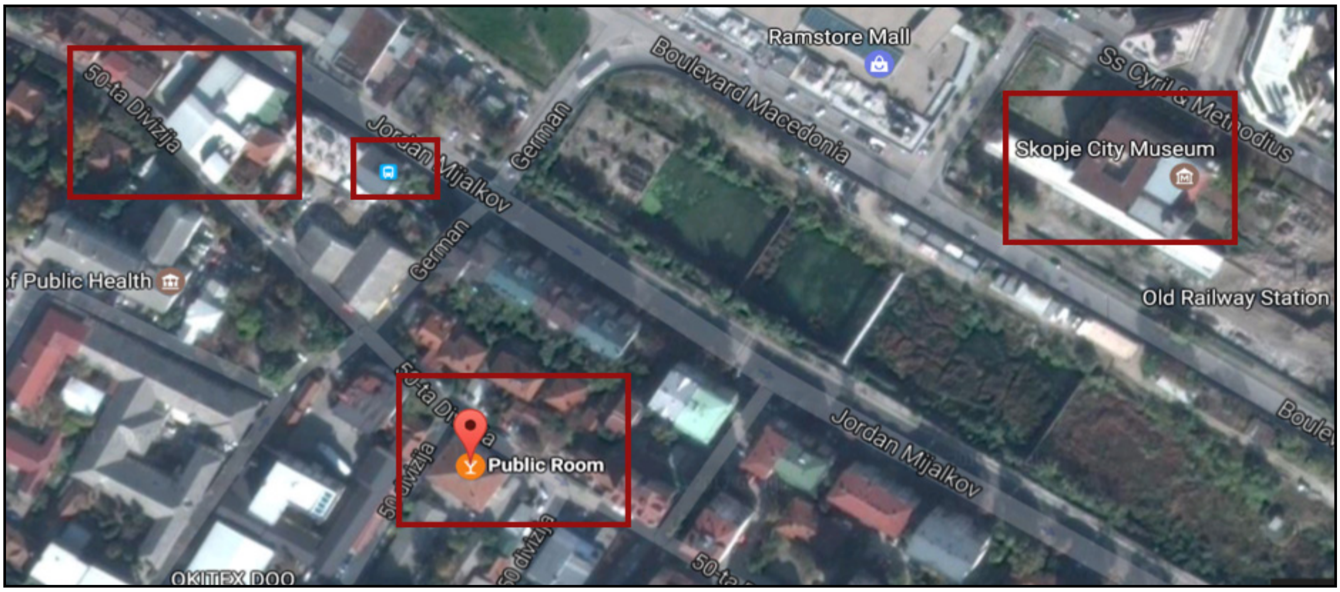

Figure 1. A map presenting the location of ”Public Room” facility, the Old Railway station (today functioning as Skopje City Museum), “Mala Stanica” a former military warehouse (today functioning as Multimedia and Cultural Center) and “Station 26” (today functioning as Lounge Bar, located above of “Public Room”) (*Source:* Google map, 2019).

buildings became attractive figures for experts to open discussions and debates (since they were not actively and sufficiently used) about their possible future reuse and creation of new cultural routes, connecting the old and new parts of the city so as to contribute to the cultural and urban life of Skopje.

One of the military warehouses located on left side of the building Public Room (See Fig.1) is one of the initial reuse projects that were applied to such buildings and it is successfully functioning as part of the National Gallery Network of Macedonia, as “Multimedia and Cultural Center, Mala Stanica” or literally translated as Small Station. Moreover, “Station 26” is another recent reuse project that is transformed from the former railway facility into a contemporary Lounge Bar.

4. Earlier Condition

The former military building so-called “Vardar” (today’s Public Room) is located nearby the Former Railway Station (today’s Skopje City Museum) and was initially constructed in 1921 and functioned as a military stable during the period between the two World Wars. Later on, according to the needs of the military, it was used as warehouse storage together with an administrative part on the ground floor. The structural system is made from reinforced concrete (columns and beams) and remained in good structural condition (Josole Engineering, 2015). The building has a total capacity of 1440 square meters and has a ground floor, a first floor, and an attic. Moreover, in recent years the facility owned by Ministry of Defense, unfortunately remained in derelict condition (interior-floor, walls, stairs and exterior façade – not renewed and full of graffiti, openings, chimneys, roof, details and ornamentation, accessibility) and is used only for minor administrative purposes only in the ground floor (See Figure 2-3).

The pitched wooden roof structure stayed in critical condition as well; wooden beams (roof construction) are slightly damaged and needs to be replaced/strengthened. The roof construction was

Figure 2. Previous condition of the building (exterior) a

Figure 3. Previous condition of the building (exterior) b

to be replaced to be able to hold heavier weights in the future such as solar panels so as to ensure the energy efficiency of the building. Another problem with the attic is that the existing roof structure is not providing any natural ventilation/light. For that purpose, restructuring and consolidation of the roof had to be considered.

4.1. Public Room Organization

Public Room is an active non-governmental organization and non-profit civil and urban society organization in R. N. Macedonia and across Balkan region. The activities and the program they are providing to the community are to empower the non-profit sector from the region, influencing the national cultural policies and intensifying the cooperation in the field of culture, arts, design, and architecture in relation to the business sector. Public Room exists as a non-profit organization from 2007 while producing the most tangible results from 2008 in the focus sector – Design (URL 1).

From that year till present, the organization is hosting and organizing the most important cultural events such as "Skopje Design Week" in the historical building – "Kurshumli Han" in the Old Town of Skopje (See Figure 4-5). Moreover, this organization has held various international exchanges and presentations, production workshops, training, and management courses in the field of design.

4.2. Requirements and program

As popular NGO and non-profit organization in Skopje, in 2014 Public Room required new space / building (with previously estimated location and spatial characteristics) that will respond to the needs for creating a new Center for Design and Innovation and organizing Skopje Design Week in a new facility that will actively contribute to the community with its urban and cultural profile as well.

The program of the new Center for Design and Innovation has consisted of lobby and reception desk, restaurant (bistro) and bar, kitchen and storages, prototyping room with separate entrance for supplying and delivering goods with truck (wood department, metal department, upholstery department, modeling department and storage, separated but still to be visible for visitors from the restaurant and bar area). Moreover, it also consisted of toilet units, multifunctional spaces to host various types of events such as seminars, workshops, presentations, screenings, debates, exhibitions, public and private events; concept store + shopping room, private room with small bar and kitchenette, open room, administrative zone with advertisement agencies, working stations, design studios etc. (Velinovski, 2014). These requirements are given to the stakeholders and expert team (architects, engineers) as well as a conceptual design program to be able to fit the existing military heritage building to convert into a new center in Skopje for Design and Innovation. Furthermore, in the next chapter, the decision-making process of conversion and adaptation of the building will be explained.

4.3. Decision-making process (conceptual and executive stages)

The building "Vardar" located on the "50th Division" street is governed by the Ministry of Defense (previously used as storage and administration for military purposes, but not sufficiently used and neglected). Due to the lack of use and poor conditions of the building, after major analysis of the space and estimation from authorities, stakeholders and experts (evaluation of the existing physical condition, documentation, measuring and drawing, preparation of a conceptual project), the Public Room organization found the building suitable to host the appropriate program.

The conceptual project of the facility was presented by Public Room organization to the Ministry of Defense and Ministry of Culture. The project showed the design program and possibilities and benefits from reuse of the facility for the cultural events of the city. According to the national strategies of the Ministry of Culture for promoting the awareness in the design sector in Macedonia and the region,

Figure 4. Public Room Organizing Skopje Design Week a

Figure 5. Public Room Organizing Skopje Design Week b

the Ministry of Defense, in collaboration with the Ministry of Culture and Government of Macedonia, approved its reuse and it transferred the ownership of the facility to the Public Room organization for purpose of cultural activities and maintenance for the period of 20 years (Vecer, 2015). The support of the Ministry of Culture will allow future development of the creative industries together with the business sector of the country.

When it comes to the legislation and regulations in the further design process, there is no strict protection for the building and it is not categorized as an important industrial heritage of the city. In collaboration with experts and authorities, it was decided that the facility should preserve the original tissue with possible minor additions such as shading elements and the entrance, changes of the openings and color of the façade.

After finalizing the decision process of the conceptual project, the implementation of the projects was planned at two stages. The first phase was about providing: structural reinforcement on the roof and repair work on façade, openings (new), additions (shading elements, entrance definition - stairs), painting, floor replacement, stairs (interior-exterior) changes in the inner division, lightning, HVAC (heating, ventilation and air conditioning), electricity. Due to the lack of finances, the second phase was executed later to include structural reinforcement and replacement on the roof and roof floor, in order for the attic space to be used for advertisement agencies, working stations, design studios and administrative purposes of the facility. In the second stage the interior design of the conceptual store, the prototyping room, and the meeting rooms were executed as well.

After a long and complex decision-making process of negotiations and approvals with authorities, stakeholders and experts (interior designers, architects, engineers), conceptual and executive phases of the project were finalized. After the period of one year, the adaptive reuse project was completed on 28 October 2015.

The significant opening of the new Center for Design and Innovation – Public Room, marked a new beginning of the urban and cultural activities that will be supported by the regional Balkan Design Network and European Union. In the next chapter, a new condition of the facility, what it offers to the citizens and designers and its benefits will be presented.

5. New Condition of the Public Room

After the long and complex decision-making process, today the new center for design and innovation is offering various urban events happenings in the cultural and design domain such as: free co-working spaces for freelancers, concept store, prototyping room, library, commercial bazaars, fine arts and photo exhibitions, seminars, workshops and creative courses for children and adults, business meetings, presentations and celebrations.

Public Room is a pure hybrid and multifunctional place that offers realization of ideas, open and friendly access to the public, local and international companies, organizations or individuals. Moreover, the new condition of the building is promoting leisure activities like local and international cuisine, mezze bar, live music and DJ performances (New Center for Design and Innovation - Public Room, Skopje, 2015).

The improved new condition of the building is visible both in the exterior and interior. In the exterior, it is possible to witness some parts on the façade of the previous condition and function by the emphasized structural system with grey color and the details with the hooks (that served for caring the heavy objects). The contrasting contemporary touches on the façade are the wide openings on the ground floor as well as the shading element and stairs for the definition of the main entrance (see Figure 6). The interior design reflects with the same characteristics: the structural elements (columns and beams) from the previous condition are visible and clear. The new additions, furniture, and fixture reflect the contemporary and urban life of the 21st century. Furthermore, the interior design enables group/team or individual works with regards to space.

The constant and active use of the facility (interior and exterior) by locals and foreign visitors is a proof that the new form of the converted facility and the offered program/management are successful in many aspects (see Figure 7). In other words, Public Room completely encourages pop-up culture (hosting temporary performances and bringing cultural enrichment into people's lives), cultural cluster (breaths life back into forgotten corner of the city) or urban canvas (engaging citizens through shared experiences, platforms, gastronomic events, co-creative spaces and conversations) in the city. In the next chapter, the results and the achieved benefits of the reuse project will be examined.

6. Results and Benefits

As a result, the achieved benefits from the reuse project are evaluated on a micro (unit) and macro (urban) scale (See Table 1). The benefits are categorized as: cultural (unit scale: gastronomic events, hosting design week and various exhibitions, promoting local and international events in the cultural domain; urban scale: pop-up culture, cultural cluster, urban canvas, cultural route, cultural tourism) social (unit scale: offering various events for the citizens and visitors (all ages), co-working spaces, raising community awareness, organizing Skopje Design Week; urban scale: attracting local and foreign visitors, presenting the urban culture of the city and the region, preserving the collective memory), economical (unit scale: renting the spaces, buying designer products from concept store, bar and restaurant; urban scale: reduced costs for materials

Figure 6. The new condition of the military building after the reuse project and seating area in the courtyard a

Figure 7. The new condition of the military building after the reuse project and seating area in the courtyard b

and transportation, no rent to pay to the authorities), environmental (unit scale: saving energy from new systems applied; urban scale: no demolition, reduced pollution), functional (unit scale: multifunctional spaces with sub-functions; urban scale: connected into a cultural route with surrounding facilities in the cultural domain), technological (unit scale: new innovations and designs, new systems implemented; urban scale: improving the context by presenting new technologies in the field of design), aesthetical (unit scale: new façade that still reflects the previous condition, contemporary and urban interior design; urban scale: enriching the context visually and aesthetically).

It can be also summarized that as the most recent reuse project, the Public Room facility was influenced

Figure 6. Achieved benefits on micro and macro scale

Benefits of re-use project (Public Room)	Micro (unit) scale	Macro (urban) scale
Cultural	• gastronomic events • design week • exhibitions • promoting local and international events in the cultural domain	• pop-up culture • cultural cluster • urban canvas • cultural route • cultural tourism
Social	• offering various events for the citizens and visitors (all ages) • design week • co-working • raising community awareness	• attracts local and foreign visitors, • presenting the urban culture of the city and the region, • preserving the collective memory
Economical	• possibilities for renting the new spaces for private occasions, organizations, and companies, • designer products, • concept store, • bar and restaurant	• reduced costs from the reuse project – materials and transportation, • no rent for the period of 20 years
Environmental	• saving energies through sustainable façade, • new systems (HVAC, solar panels) • new roof • garden	• reduced pollution and CO2 emission, transportati-on, no demolition
Functional	• multifunctional hybrid spaces, • sub-functions such as concept store, prototyping room	• connected in a cultural route together with other cultural facilities nearby (Mala Stanica, Skopje City Museum, Station 26)
Technological	• innovations and new designs (SDW), • sustainability-new systems implemented in the facility, roof improvement	• improving the context, • presenting new technologies in the field of design
Aesthetical	• new façade with preserved envelope, • interior design, colors, furniture and fixture, urban style, garden	• improving visually the context and the neighbor-hood

by the previous series of the reuse projects of the industrial and former military facilities in the central district of Skopje, such as:

1. the reuse project for the Old Railway Station (previously functioning as the main Railway Station in the City, today functioning as the Skopje City Museum);
2. the reuse project of the Mala Stanica (previously used as armor warehouse, today functioning as National Gallery and Multimedia Centre);
3. the reuse project of the Station 26 (previously used as part of the Old Railway Station facilities, today functioning as a lounge bar).

In that sense, the civic function of Public Room today is reflected as part of the Smart City concepts and part of the Cultural Route of the city co-existing and co-creating together with other reused facilities nearby which contribute, on daily basis, to enriching the cultural life of the city through active engagement of the citizens.

7. Conclusion

As a summary, it is possible to conclude that the adaptive reuse of industrial/military building heritage, no matter where their location is, can bring back life in forgotten corners of the city and be invaluable and beneficial for the structure itself and many other aspects. Even though the reuse strategies/projects depend on the complex, long-term decision-making process by involving various influential factors (locals needs, expert's opinions, administrative and authorities' approvals, stakeholders, managers), it does not allow premature redundancy or obsolescence of the existing heritage structures. Instead, they extend their life and continue to contribute to the communities, preserving the collective memory and showing the need for a smart update that can easily accommodate the rapid changes in urban developments.

Moreover, properly applied adaptive reuse projects will result in multi-layered benefits (cultural, social, economic, environmental, technological, functional and aesthetical) on the unit scale and urban scale as well. The case of Public Room in Skopje is a successful example of a former military building typology that was converted into a new Center for Design and Innovation bringing about all cultural benefits, pop-up culture, urban, smart and contemporary content to the city of Skopje offering to the citizens and visitors many new events in the field of design and cultural enrichment.

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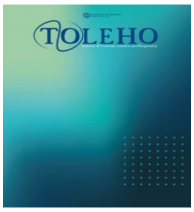

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THOUGHTS OF ACADEMICS ON THE USE OF MOBILE AUGMENTED REALITY IN TOURISM EDUCATION: THE CASE OF ESKISEHIR[1]

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ABSTRACT

Human resource in the tourism sector is critical enough to shape the future of the sector. The opinions of academics are extremely important in the use of any new product, method and process that will lead to the development of human resources. In this sense, the role of academics is particularly important in enhancing the qualifications of students and the education given to them. In line with this, the aim of this research is to reach the views of the tourism academicians who work in tourism faculties regarding the use of mobile augmented reality technology in tourism education. For this purpose, the research was carried out with the use of qualitative methods. In the method part of the research, one-to-one interviews were conducted with 15 academics working in the tourism faculties of Anadolu University and Eskisehir Osmangazi University using a semi-structured interview form. The answers obtained were transcribed by the researcher and interpreted under four themes: strengths, weaknesses, opportunities and threats by applying content and frequency analysis. It has been stated by tourism academics that mobile augmented reality applications offer opportunities for the development of tourism education and therefore the development of the sector.

1. Introduction

Tourism, which is growing day by day, has started to overshadow even the major oil trades in the world with the income it generates. Tourism today presents itself among the world's leading industries (Singh, 1997, p. 299). The tourism sector continues to be the sector on which developed and developing countries carefully focused. The most important reason why tourism has this characteristic is its rapid growth (Yıldız, 2011, p. 54). Tourism industry or hospitality industry, as it is called, is one of the most important sectors of the world countries with its economic gains and employment opportunities (Pizam and Shani, 2011, p. 76).

The main source of any tourism-related organization, regardless of its national borders, is the de facto employees of the organization. The quality of the staff reflects the quality of the organization. Finding the right staff undoubtedly is one of the biggest challenges to organizations (Leslie and Richardson, 2000, p. 489). According to Haven-Tang and Jones (2008, p. 353), tourism is a labour-intensive sector, and customer-employee communication is an important determinant of quality. Running the right staff in the right place at the right time, is critical to quality management. According to Hawkins (1998, p. 82), as a result of the increasing use of technology in the tourism sector, it is necessary and important to employ skilled, trained and qualified personnel in the use of technological devices and software in the sector.

The integration of technology into education has become an important topic of study in the current era. According to Pierson (2001, p. 427), technology integration in education is defined as facilitating the student's learning process by combining the teacher's knowledge of technology with the pedagogical knowledge s/he possesses. For Robinson (2008, p. 2130), the integration of technology into education is an integral part of a comprehensive education reform. Technology integration covers many different topics. Technology alone cannot help a student achieve learning goals, but it is a factor that offers great opportunities in facilitating the path to learning goals. According to the report of the United States' Department of Education (U.S. Department of Education, 2010, p 10), the use of engaging and personalized modern technologies in education that reflect students' daily lives and futures is a must.

Augmented reality (AR) is a technology in real-time, based on real-world perception, where virtual information is added as an extra layer. Augmented reality can technically be used to enhance all five

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senses, but its most common use is visual. The added virtual layer sometimes consists of sound, 3D objects, 3D scenes or is composed only of textual information (Loijens, 2017, p. 14). Azuma (1997, p. 356) defines augmented reality as any system with the following three properties; To be able to combine reality and virtual, to be able to work in real-time and interactively, to be able to work in 3D. It is thought that the mobile use of augmented reality technology, which has found a wide range of uses in different sectors and achieved positive outcomes, has great potential in tourism education as well. This research aimed to reach the views of tourism academics regarding the use of mobile augmented reality technology in tourism education.

2. Literature Review

2.1. Tourism Education

Strengthening the understanding that human resources are crucial to shaping the future of a society leads to increased efforts to improve the quality of education and training (Ural and Pelit, 2002, p. 219). Education is critical in developing the country's economy. Labour force, within the factors of production, can only be strengthened by a well-trained human resource (Kızılırmak, 2000, p. 192). The service industry in which tourism is involved is distinguished from other industries with some obvious differences. For example, the product comes across as an abstract concept in the service industry unlike other industries. Such differences make the quality of human resources even more important in service industries. The nature of the product increases the importance of human resources education (Lee-Ross and Pryce, 2010, p. 6).

When the local and foreign literature is examined regarding tourism education, the main subject to be explained is vocational education. Vocational education is a process that aims to give people the knowledge, skills and abilities they will use in their future professional lives (Hacıoğlu, 1992, p. 91). The main objective of vocational tourism education is to develop and train a student who will be able to be a manager in the sector after they graduate from a tourism program (Pauzé, 1993, p. 61). Tourism education focuses on the process that aims to gain the necessary skills to understand and analyse, interpret and evaluate the principles of tourism. Tourism education enhances student's abilities, enabling them to learn conceptual issues to contribute to their professional and intellectual development (Cooper and Shepherd, 1997, p. 35).

It is claimed that human resources are of great importance in the production and delivery of services within tourism enterprises and that human resources within the tourism sector play a key role in the success and long life of the enterprises (Lohmann and Jafari, 1995, p. 491; Baum and Szivas, 2007, p. 1). The concept of quality improvement in an increasingly competitive environment has become an important issue for the tourism sector. There is an accurate proportional relationship between the success of the sector and the quality of the services offered (Augustyn and Ho, 1998, p. 75). Human resource is one of the most important parts of tourism enterprises and is the basic thing for developing the tourism sector. Increasing the quality of human resources through training can help them gain competitiveness (Mayaka and King, 2002, p. 112).

Jenkins (1997, p. 216) states that businesses in the tourism sector in any country in the world need qualified managers and employees, i.e. trained human resources, to survive in an increasingly competitive environment.

Solnet (2007, pp. 130-131) states that service businesses are characterized by the intense communication that takes place between employees and customers. Interactions with employees within the service sector are the experiences that customers remember best. Employees who are uncomfortable dealing with customers or lack the training and expertise to meet customer expectations, cause customers to remember service experience as a bad experience.

2.2. Cognitive Load Theory

Cognitive load theory assumes that human cognitive architecture consists of two different types of memory; limited-capacity working memory and large-capacity long-term memory. Cognitive load theory argues that traditional education and training techniques overload students' working memory, thus ignoring the structure of human cognitive architecture. This theory seeks educational instructional designs to adapt to human cognitive architecture (Schnotz and Kürschner, 2007, pp. 472-475). The main subject of cognitive load theory is cognitive load. Every load put on the cognitive system while performing the learning activity is defined as the cognitive load (Sweller, Merrienboer, and Paas, 1998, p. 258). The theory has three different cognitive loads as a topic of discussion; extraneous, intrinsic and germane cognitive loads (Sweller, 2005, pp. 26-27).

- Extraneous cognitive load is due to inappropriate instructional designs that ignore the limits of working memory and fail to focus on the structure of working memory.
- Intrinsic cognitive load is the cognitive load that occurs due to the inherent complexity of information that needs to be processed. The element is determined by interaction levels.
- Germane cognitive load is the cognitive load that shows the effort expended to perform learning activities. It is the cognitive burden caused by effortless learning, but because this effortless learning can help build the cognitive scheme, it counts as an effective cognitive burden.

Table 1. Three Assumptions of the Cognitive Theory of Multimedia Learning (Mayer, 2009: 63)

Three Assumptions of the Cognitive Theory of Multimedia Learning	
Dual Channel	People have separate channels for processing audial and visual information.
Limited Capacity	The amount of information that people can process simultaneously on each channel is limited.
Active Processing	People participate in active learning by organizing the selected information into compatible mental representations and integrating mental representations with other information.

2.3. Multimedia

Multimedia learning is defined as learning through words and pictures. Multimedia is the simultaneous use of audial and visual data to achieve higher quality learning (Mayer, 2009, p. 5). According to Brooks, Nolan and Gallagher (2002, p. 13) multimedia is a single medium containing video, audio, text and images. Multimedia is the use of the elements such as Sound, Pictures, Animation, graphics and tables in a computer environment for a higher quality educational experience.

According to Mayer (2009, p. 63), multi-media learning is based on three basic assumptions; these are dual channel, limited capacity, and active processing assumptions. The three assumptions of the cognitive theory of multimedia learning are given in Table 1 above.

As shown in Figure 1, words and images used in multimedia presentation are detected and selected by the ears and eyes located in sensory memory. These words and images are then edited and integrated into the working memory, and then stored in long-term memory.

2.4. Augmented Reality

Augmented reality is a technology for displaying virtual objects created via computers on the real physical environment in real-time. As well as virtual reality (VR) technology where the user is in a fully virtual world, AR enables the user to perceive virtual objects and the real environment as a whole (Zhou, Duh and Billinghurst, 2008, p. 193). The concepts of virtual and augmented reality are two different technologies that are often confused. In order not to confuse these concepts, Milgram and Kishino (1994, p. 1322) had aimed to reveal the differences between these two concepts under the name of "reality-virtuality continuum".

Augmented reality is associated with virtual reality but not the same. While virtual reality creates an entirely artificial environment, augmented reality enriches the real environment with virtual objects (Höllerer and Feiner, 2004, p. 221). Augmented reality is being used by many different sectors for various purposes.

Juan and Perez (2011, p. 449) have used augmented reality technology as a supporting application in the treatment of fears of acrophobia patients. They point out that augmented reality technology could also be used in psychological treatments.

Peddie (2017, p. 89) notes that augmented reality technology, which uses 3-D modelling, offers enormous opportunities for professional groups such as architecture and engineering.

Kourouthanassis et al., (2015, p. 80), in their study, used augmented reality technology as a virtual guide for tourists in the promotion of the island of "Corfu" located in Greece. At the end of the study, they received positive feedback from tourists about augmented reality technology.

The use of augmented reality in education also produces positive results. The examples of these results could be given as developing the ability to think in 3D (Ibili and Şahin, 2013, p. 7), increasing interest in the lesson and focusing on the subject (Yusoff and Dahlan, 2013, p. 256), increasing sensory-motor development (Fleck and Simon, 2013, p. 20) and reducing cognitive load (Küçük, Yılmaz and

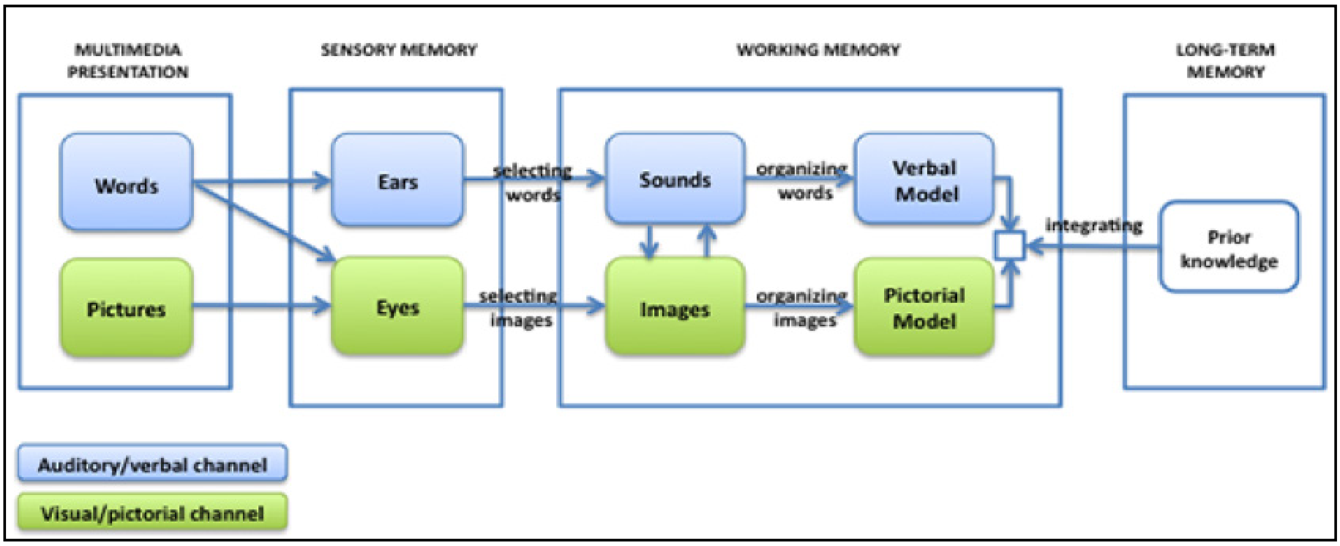

Figure 1. Cognitive Theory of Multimedia Learning (Mayer, 2009, p. 61)

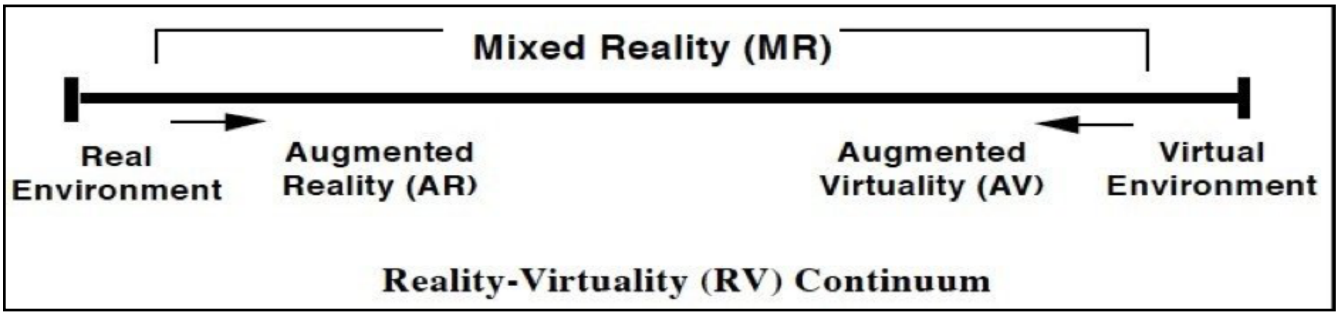

Figure 2. Reality-virtuality continuum (Milgram and Kishino, 1994: 1322)

Göktaş, 2014, p. 401). There are augmented reality applications that can also be used within higher education. It helps students understand concepts better (Peddie, 2017, p. 96).

3. Method

In the method part of the research, one-to-one interviews were conducted with 15 academicians working in the tourism faculties of Anadolu University and Eskişehir Osmangazi University using a semi-structured interview form. The interview form was taken from the study of Küçük et al. (2014) and adapted for using in the field of tourism education by the researcher. According to Türnüklü (2000), the semi-structured interview technique is one of the data collection techniques suitable for use in educational sciences. This technique can also provide the researcher with some advantages such as asking side questions and getting more in-depth answers from the participants, depending on the flow of the interview. The case study pattern from qualitative research methods was used in the study. According to Yıldırım and Şimşek (2011), in case studies, a new case is explored as a whole. The details of the interview are given in Table 2 below.

Tourism academicians interviewed within the scope of the research were asked 8 questions. All interviews were conducted in the academician's rooms. The interviews were recorded on the researcher's smartphone with the permission of the academics and then transcribed by the researcher for content analysis. The findings were interpreted by the researcher under 4 themes such as strengths, weaknesses, threats and opportunities.

4. Findings and Discussions

In this part of the study, the responses of 15 tourism academics to 8 interview questions about the use of mobile augmented reality applications (MAG) in tourism education were gathered under the themes of Strengths, Weaknesses, Opportunities and Threats. Table 3 shows the strengths. The views of some academicians are as follows.

P6: "I believe in the importance of making it concrete. Therefore, I think undergraduate and graduate students can learn abstract concepts very easily with this technology."

Tourism education is mainly a field of abstract courses. Embodying the course concepts will make it easier for students to better understand and store the subject, as stated in interviewer 6.

Table 2. Information about the interview

Participant	University	Title	Department	Duration	Date
P1	Anadolu University	Assoc. Prof. Dr.	Tourism Management	07:25	31.07.2019
P2	Anadolu University	Prelector	Tour Guiding	07:32	1.08.2019
P3	Anadolu University	Research Asst.	Tourism Management	06:42	1.08.2019
P4	Osmangazi University	Assoc. Prof. Dr.	Tour Guiding	07:01	1.08.2019
P5	Osmangazi University	Assoc. Prof. Dr.	Gastronomy & Culinary Arts	11:33	6.08.2019
P6	Osmangazi University	Research Asst.	Tour Guiding	08:24	6.08.2019
P7	Anadolu University	Asst. Prof. Dr.	Tour Guiding	09:53	6.08.2019
P8	Anadolu University	Preplector	Tourism Management	08:32	6.08.2019
P9	Anadolu University	Assoc. Prof. Dr.	Tour Guiding	07:32	6.08.2019
P10	Osmangazi University	Prof. Dr.	Gastronomy & Culinary Arts	12:27	6.08.2019
P11	Anadolu University	Assoc. Prof. Dr.	Gastronomy & Culinary Arts	07:27	2.09.2019
P12	Anadolu University	Assoc. Prof. Dr.	Tourism Management	08:06	2.09.2019
P13	Osmangazi University	Assoc. Prof. Dr.	Tourism Management	09:43	2.09.2019
P14	Osmangazi University	Prelector	Gastronomy & Culinary Arts	08:35	2.09.2019
P15	Osmangazi University	Asst. Prof. Dr.	Gastronomy & Culinary Arts	06:58	2.09.2019

Table 3. Strengths

Strengths	Frequency
Embodying the subject of the course	12
Strengthening the understanding of the subject	10
A real educational experience	9
Improving student satisfaction	7
Addressing more sense organs	5
Include students more in the course	4
Transmission of information through correct sources and channels	2

P3: "It will simplify the students learning process. In other words, it will enable them to understand a topic more simply, which makes it easier to understand visually. When animations are into the work, I think it will make it easier to learn the subject."

The use of audio and visual information together is an element that facilitates learning and improves the quality of information. In this context, mobile augmented reality applications have great opportunities for students. As interviewer 3 points out, especially animations will improve students' learning.

P14: "It will facilitate the student's learning effort and shorten the learning duration. An application that can be used anywhere at any time, can help learn more efficiently in a shorter time. Students will work with pleasure. Unfortunately, students don't even read the books we give, they just memorize powerpoint presentations, but this technology will help them learn instead of memorizing."

Today, many students prefer to memorize the information rather than learn it to get higher scores from the exams. But apps like mobile augmented reality can give students a real educational experience.

P2: "I would be happy to use it in class. I think it would make the lesson much more interactive. Who are we giving the course for, students, in a very general sense, our customers, this will increase students' satisfaction. Generation Z, in particular, is far ahead of us in technological terms, so augmented reality will meet their expectations and needs at a higher level. Their satisfaction will make me happy also. Beyond satisfaction, it will increase the students' level of achievement, and this will also give me satisfaction, so it would be good to use this technology."

Table 4. Weaknessess

Weaknessess	Frequency
Shortages of use in the tourism management department	5
Educators' lack of education for technology	4
Infrastructure and hardware deficiencies	3
Risk of rapid deterioration	3
Sustainability	2

It is of great importance that the courses given in tourism education are delivered to the students in the right way and through the right channels. Today's students are very interested and knowledgeable about technology. In this sense, as interviewer 2 points out, technology-assisted education can achieve extremely beautiful results.

P8: "Definitely I think. The tourism sector is an applied sector, there is no point in given education in a very conceptual way. Since the past, we have been trying to design tourism education as much as possible to appeal to more sense organs, so we have internships and so we have practical courses. Tourism geography, tour planning will be very useful in courses such as."

Tourism refers to service and service refers to application. In this sense, it is just as important to be able to see and experience the knowledge in practice as acquiring conceptual knowledge in courses.

P10: "It would have a positive effect because we will be integrating students into the lesson. For example, with augmented reality, students will be able to learn as if they were there. This, of course, Tourism 4.0 or Industry 4.0' also mentioned in smart tourism can enter into the topic. I think it may be useful in the introduction of destinations as the subject of the course."

The experience of a subject or region can make a big difference in the learning process. Mobile augmented reality offers students the opportunity to experience it as a simulation.

P4: "I'd be happy to use this technology. I think it would be more accurate to teach the lessons in the newest way and to teach them according to Generation Z. Giving information through the right sources and the right channels is very important for the recipient, so I think augmented reality should be used in the lessons."

The efficiency of new technologies to be used in education is related to the attitude of academics towards technology. As interviewer 4 points out, all academics interviewed intend to use mobile augmented reality in lessons. The following Table 4 contains the findings on the weaknesses of mobile augmented reality technology, obtained from interviews with academics.

Table 5. Oppurtunities

Oppurtunities	Frequency
Catching world standards in education	7
More permanent and higher quality information storage in long-term memory	5
Day-long training opportunity	3
Makes lessons interactive	3
Simultaneous advancement of industry and education	2

P11: "Perhaps not for the Department of Tourism Management, but I think it should be used extensively in the Departments of Guidance and Gastronomy. Because tourism management is a little more theoretical than other departments. But it will be useful when used in practical areas."

Gastronomy and guidance education, which is included in tourism education, are more suitable for visualization than the department of business administration. The main reason for this is that the courses in business education consist of more theoretical subjects.

P15: "I consider myself sufficient in terms of using technology, but this is a new technology. I need to get an education about technology in order to be able to master the level that I need in my lectures. On the other hand, the classrooms and the amps in the faculties need to be updated accordingly for the use of this technology in my lectures."

The basic conditions for maximum efficiency from mobile augmented reality technology are that the person providing the training has knowledge about the technology and that the environment in which the training is given is adapted to the use of the technology.

P13 "It may not be technology, but there may be a risk of sudden deterioration of the technical equipment needed to be able to use this technology. This situation can be a problem for academics and students at an unexpected moment."

The greater the technological equipment used is, the riskier the technology is in terms of equipment disruption or system disruption. In this sense, precautions should be taken for any untimely disruptions.

P7: "As a disadvantage, will it be sustainable? This technology can be very smart, but could it be something that would break down quickly? The system may not always work. When technology comes into play, there's always a risk."

Technology is a concept that develops every day. Mobile augmented reality technology is the technology that has the most opportunities for education in today's conditions. In this sense, as technology develops, education has to adapt to this development. Table 5 lists the opportunities that academics have indicated for the use of mobile augmented reality applications in tourism education. Some opinions are as follows.

P3: "The potential to increase academic achievement is high. As a result, countries in the world develop their education with such technologies, such technologies should be used in tourism education in order not to be left behind."

As always in the tourism sector, today's competition rate is also very high. To gain a competitive advantage in the field of tourism, it is necessary not to stay behind competitors and even be in front of them if possible. Using mobile augmented reality in education can help the tourism sector gain a competitive advantage in its future.

P13: "Of course, if you can use such applications correctly, if the other party is also satisfied with it, the knowledge in long-term memory will improve in its quality and more permanent place, so students' success will increase."

The quality of storage of information in long-term memory will have a direct effect on the yield that will be obtained from the use of information in the future.

P4 "First of all, it will provide day-long learning as it will not compress the learning process into a specific place or time. Students will be able to study at whatever time the learning hour is most appropriate for them. It will make the learning process continuous. The way they learn will change with technological approaches."

The time and space to achieve maximum performance for learning may vary from student to student. Mobile augmented reality can help personalize education by allowing students to learn when they feel most ready and wherever they want.

P1 "Lessons in all areas, should to be somewhat interactive. Although tourism is service-oriented and based on human relations, the use of technological applications is also necessary within tourism. On the one hand, another characteristic of tourism is that instead of product flow in tourism, the flow of information is intense. Information flow is provided by information

Table 6. Threats

Threats	Frequency
Encouraging the student to choose the easy path	4
Fully digitising tourism	2
Reducing reading habits	1

systems. So this means that tourism students should make more use of information technologies. But on the one hand, that means that schools and their teachers also have to keep up with it."

Making the courses interactive has a huge impact on the quality of the knowledge that students will gain. The participation of students in the learning process can help students not forget the information.

P15: "As with any education, tourism education should be supported with this and such technologies. The changing world affects every area, tourism cannot stay out of it. As such technologies become physical evidence, the tourism sector is affected by this situation, therefore the education area of tourism should also be affected. If this kind of technological applications will not be used in tourism education, the technology should not be used in the tourism sector. But these technologies are in the industry as physical evidence."

In the tourism sector, technological equipment and applications are used extensively and the number is increasing every day. In this context, the use of technology in courses is important for students not to fall behind the sector. Table 6 shows the threats mentioned by tourism academics. Some are as follows.

P3: "I think there are pros and cons of this work in terms of the effort spent for a learning experience. Learning can increase when students strive for certain things, this technology can always offer students the simplest way. There's a Russian writer saying, "if you're trying to understand something by writing, you're reading it 3 times." You reading with your eyes firstly, secondly you are reading with your brain to understand and finally you are reading while you are writing. Visual training is very useful, but some subjects can't be worked out just by watching."

Mobile augmented reality offers students a very easy way to learn. As interviewer 3 points out, this could distract students from doing research. At this point, areas where technology will be integrated into the courses and the rate of integration should be determined well.

P10: "I think it should be supported, I think it would be positive, but there is a limit to that. Because tourism is about travelling and seeing, providing an experience. Tourism is an abstract concept because it's in the service sector, but such applications, like this, embody it a little bit. For example, if someone who has never seen Cappadocia experiences it with augmented reality and it only affects their awareness of the destination, it is very good. Contrary to the concept of tourism, if it completely assimilates the destination, augmented reality is not good, making tourism completely digital is not a good thing."

On the basis of tourism, it is about traveling, seeing and experiencing. Mobile augmented reality usage rate should not replace tourism, rather should be considered as a supporting element of Tourism.

P12: "It can reduce reading but it increases the acquisition of audio and visual information. But this is where the instructor has to step in. A bridge between reading and visual and auditory knowledge can be established by taking exams with the classical method."

Reading is a habit that must be acquired for everyone from every field. When integrating mobile augmented reality applications into the courses, attention should be paid to not causing a negativity influence on the reading habit.

5. Conclusion and Recommendation

In order to increase the quality of tourism education, it is an undeniable fact that tourism education needs to be kept up to date and supported by the technologies of the age. In this context, in order to increase the efficiency of tourism education, education needs to be supported by new technological applications such as mobile augmented reality (MAR).

Tourism academics who joined the research as a participant found mobile augmented reality applications useful and emphasized that they should be used in tourism education. According to the academics, the strengths of mobile augmented reality applications are that they embody the covered subject, strengthen the understanding of the subject, provide a real educational experience, appeal to more sense organs, and improve the educational experience of the students (Table 3).

The weaknesses that tourism academics have mentioned for the use of mobile augmented reality applications in tourism education are as follows; narrow usage area especially for tourism management department, academics' lack of knowledge about augmented reality, infrastructure and hardware deficiencies, risk of rapid deterioration and sustainability. These weaknesses expressed by tourism academics also emerge as shortcomings that need to be addressed in order to achieve maximum benefit from mobile augmented reality applications (Table 4).

In the event of elimination of the stated weaknesses, the use of mobile augmented reality in tourism education offers opportunities such as meeting world standards in education, storing better quality information, day-long training, interactive lessons and co-operation of educating and sector (Table 5).

Encouraging students to choose the easy way, digitising tourism completely and reducing reading habits are the threats that academicians have expressed about the use of mobile augmented reality applications. Tourism academics play a major role in protection against these threats. The extent to which mobile augmented reality applications should be included in the lesson should be planned by the academician and acted within the framework of this plan (Table 6)

When the relevant literature was reviewed, no studies on the use of augmented reality technology in tourism education were found. The mobile augmented reality technology, which has great opportunities for education, should also be used in tourism education. Tourism education is extremely critical to the quality and future of the sector due to its impact on the quality of human resources in the sector. In this sense, the development of the sector is through the development of education and the development of education is through the development of modern technologies in education.

Tourism academics have stated that they are satisfied with mobile augmented reality applications, that this technology has great opportunities to improve tourism education, and that the use of mobile augmented reality in the education of Generation Z will produce positive results. It should not be forgotten that the success rate achieved as a result of a new application or the use of new technology in education is directly proportional to the educators' perspective on the new application or technology and their intention to use it.

It is thought that tourism education needs to be supported by mobile augmented reality technologies in order to increase its effectiveness. It is important to study on the subject to keep the subject up to date, to raise awareness and to start using mobile augmented reality applications in tourism education.

6. Research Limitations

This research is limited only to 15 Tourism academicians working in the tourism faculties of two foundation universities in Eskişehir. These limitations have been put in place because trying to reach all tourism academics will take a lot of time and expenses. Research data was collected by a semi-structured interview technique. Research data were collected in July, August, and September 2019. The research is not intended for any generalization.

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TOLEHO Journal of Tourism, Leisure and Hospitality

The 20th National 4th International Tourism Congress - Eskisehir, Turkey

Hosted by Anadolu University's Faculty of Tourism, the 20th National 4th International Tourism Congress was held in Anemon Hotel, Eskisehir between October 16th and 19th, 2019. The fact that Eskisehir has recently gathered momentum in city tourism contributed to the determination of the main theme, and 'city tourism' was selected as the main theme of the congress. It was observed that plenty of participants from both international and national arenas were in congress in which several subjects such as economy, marketing and planning of city tourism, smart cities, social life in cities, tour planning and management were addressed. Including PhD colloquium, trip to Sivrihisar, exhibitions of crafts and tourism comics along with presentations and panels, the congresses had an interactive and rich program. 'The PhD Colloquium' has been held with the presentations of 5 PhD students for the second time on October 16th, 2019 which was the second day of the Congress, after the first one held in the 19th National Tourism Congress. It is quite significant to have the colloquium in the congress which enables academicians and students to discuss thesis researches and to guide participants.

Bringing sector representatives, prevalent Non–governmental organizations (NGOs) and tourism academicians together, the 20th National 4th International Tourism Congress was opened on October 17th, 2019 by the speeches of Professor Dr. Safak Ertan COMAKLI, the Rector of Anadolu University; Levent KIRCAN, the Deputy Directorate-General of Investments and Enterprises, The Turkish Ministry of Culture and Tourism; Bekir Sahin TUTUNCU and Akın AGCA, the deputy governors of Eskisehir Province; Professor Dr. Oktay EMIR, the Dean of the Tourism Faculty, Anadolu University and the Chairman of the Executive Board; Professor Dr. Salih KUSLUVAN, the Congress Term President; Ali BILIR, member of TURSAB (Association of Turkish Travel Agencies). The opening speeches addressed promotion strategies and objectives of Turkish tourism, the importance of digitalization in tourism, improvement of city tourism in Eskisehir and smart tourism applications. Upon the opening speeches, the program continued with "City Tourism Panel". In the panel, whose moderator was Salih KUSLUVAN, Muzaffer UYSAL, Metin KOZAK, Fahri KARAKAYA and Mehmet Salim KADIBESEGIL were the panelists. In the panel, city tourism from past to future, the adaptation of blockchain technology to tourism, sophistication, sustainability of city tourism, being at international platforms, branding and overtourism were addressed. The second panel was held with the additional participation of the panelists named, Tamara RATZ and Sung Hee (Ally) PARK on October 18th, 2019, the third day of the congress by referring to case studies and icons. Holding both national and international dimensions at the same time has contributed to panel speeches in which experts and experienced participants had discussions within the framework of main themes of the congresses. It was observed that participants' interests in congress themes were intensive. There were 158 presentations in 10 different sessions in Turkish, and 76 presentations in 8 different sessions in English. The total participant number was 392 and full-text proceedings were published in 4 volumes.

Upon sessions, a half-day tour to Sivrihisar, a district of Eskisehir, was organized on October 19th, 2019. Participants' interest in the tour including Metin Yurdanur Open Air Museum, Clock Tower, Surp Yerortutyun Armenian Church, Traditional Sivrihisar House, Sivrihisar Great Mosque, which is in the UNESCO Tentative List, and Alemsah Tomb was intensive. All activities of the congress were successfully completed at the end of the tour day.

In brief, the 20th National 4th International Tourism Congress was held in order to gain international quality and to contribute to turning it from tradition to future. As a result, this aroused more interest in tourism and encouraged participation. It is significant that these congresses can bring academicians and practitioners together; are organized within the 2023 Tourism Strategy; reflect characteristics of the cities which are the host city for them; and their main themes are actual and practical. Besides, it is possible to mention that PhD colloquium in future congresses will guide young researchers in their studies. And this will enrich the sector. The 21st National 5th International Congress will be held by Balıkesir University's Faculty of Tourism between October 15th and 17th, 2020. Main theme of the forthcoming congress will be "Domestic Tourism".

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TOURISM EDUCATION PROGRAMMES

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Tourism Management Undergraduate Program, Faculty of Business Administration, Anadolu University

Distance Education System of Anadolu University offers flexible university education in 57 undergraduate and associate degree programs supported with the latest technologies for learners in 17 countries around the world. In total, the system has about 3 million active and passive students and 3 million graduates, and Tourism Management is among the undergraduate programs offered within the system. The program was first established as Hospitality Management in the 2009-2010 academic year and the name of the program was changed to Tourism Management in 2019. Since then, 16.737 students have graduated from the program and have started their professionals. 9.700 students are currently receiving education from the program.

Tourism Management Undergraduate Program aims to train contemporary tourism professions with contemporary ideas and who could manage their organizations under various conditions of the country to meet the increasing demand for qualified personnel in the tourism industry. The program also provides an opportunity for those who are not admitted to the formal education institutions in a dynamic and unique field of study such as tourism. The education model implemented in the department provides significant opportunities for college-age individuals as well as those who chose not to attend formal education because of their employment, those with an associate degree and wish to attend an undergraduate program. In addition to general business courses, the program also offers a wide range of courses that allow the students to acquire and apply professional knowledge such as general tourism, tourism sociology, and hotel management. Furthermore, a total of 16 types of learning material are provided in each course, including interactive e-books, unit summaries, unit videos, interactive videos, tests, and test solutions.

Students also have the opportunity to participate in an optional 45 day-internship in Tourism Management Undergraduate Program. Students can have work experience on-site in tourism enterprises or accommodation facilities with a tourism investment certificate, travel agencies and university guesthouses, other guesthouses or practice hotels of vocational schools at any time following the finals exams of the second semester. Students who have taken the courses worthy of 240 credits in the program, have completed all courses, without any FF, YZ, DZ grades, with a GPA of at least 2.00, and have fulfilled all other requirements graduate from the program. Graduates can continue their education with an associate degree or bachelor's degree program in Distance Education, Economics and Business Administration faculties in a different field as their Second University without having to sit an exam for acceptance, which is available at Anadolu University who offers such programs in line with the principle of "lifelong learning". Graduates can also continue their education with post-graduate programs. In this context, the Hospitality Management Graduate Program is offered as a different path for the students who prefer to continue their education in the distance education system at Anadolu University.

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Tourism and Hotel Management Associate Degree Program, Faculty of Open Education, Anadolu University

The Associate Degree Program in Tourism and Hotel Management was established in the Faculty of Open Education at Anadolu University in 1993. Until today, more than 5000 students have fulfilled the requirements for graduation and received an associate degree. Currently, about 4.000 students continue their education in this department.

The program was established to raise qualified manpower needed by tourism enterprises to contribute to the development of the tourism industry. Tourism and Hotel Management Program aims to equip students with the knowledge and skills required in the fields of service, housekeeping, kitchen, front office and human relations in the hospitality industry. In this context, Tourism and Hotel Management Program offers courses on management, marketing, finance, accounting, and business. The courses offered are semester-based in the program, and the period of study is two years in the program. There is one midterm exam and one final exam in one semester for each course. And the program also provides an opportunity for those who cannot attend formal education institutions in the field of tourism for some reasons.

Students are required to complete the courses of the designated program and to meet a minimum of 120 ECTS credit requirements and to have a minimum GPA of 2.00/4.00 and no FF, DZ or YZ grades. Tourism and Hotel Management Associate Degree Program also requires 45 day-work experience on-site.

Students can have their work experience in hotels or tourism agencies with a tourism investment certificate or tourism establishment certificate, and university guesthouses, other guesthouses or practice hotels of vocational schools. Students have to do their compulsory internship at any time following the final exam of the second-semester.

Graduates of the Associate Degree Program in Tourism and Hotel Management are employed in various fields of tourism sector such as hospitality, airways and food and beverage establishments. The graduates of this program can continue their education in formal or open education undergraduate programs providing that they get the required score in the Vertical Transfer Examination (DGS). Information on application requirements, programs, quotas, admission procedures, exams, assessment, and placement is announced every year in the Vertical Transfer Examination (DGS) guide by Student Selection and Placement Center (ÖSYM).

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Tourism and Travel Services Associate Degree Program, Faculty of Open Education, Anadolu University

Tourism and Travel Services program aims to help students get the basic knowledge of business administration and tourism as well as the structure and functioning of the travel sector, travel agencies and tour operation, tour planning and management, and transport and ticketing. The purpose of the program is to train mid-level managers to be employed in different fields of tourism and travel companies and to start their own business after meeting certain conditions. There are 1587 registered students in Tourism and Travel Services Program according to the Council of Higher Education (CoHE) report released in 2018. Moreover, 496 students have fulfilled the requirements of the program for graduation and received an associate degree. Students at this program need to fulfil the conditions about work placement following the final examination of the second semester. Students can accomplish the tasks in hotels and tourism agencies that have a certificate of tourism management or tourism investment, or guesthouses of universities, or hotels of vocational tourism schools. Students are also supposed to have 45-day work experience as a requirement of the Tourism and Travel Services Associate Degree Program. The Program consists of four semesters and offers various courses such as Fundamental Concepts of Law, Introduction to Economics, General Operation, Tour Planning and Management, Sales Techniques, Organizational Behaviour, Alternative Tourism, Introduction to Tourism, Tourism Geography, Travel Agency and Tour Operation, Ticketing, Intercultural Communication, Human Resources Management, Tourism Marketing, Recreation Management, Atatürk's Principles and History of Turkish Revolution, Turkish Language. To graduate from the program, students are required to have completed the courses of the designated program, to have gotten a minimum of 120 ECTS credits in total, to have achieved a minimum GPA of 2.00/4.00, and to have had no FF, DZ or YZ grades.

Students that meet the graduation requirements are granted "Associate Degree in Tourism and Travel Services" from the Faculty of Open Education. Graduates of the Tourism and Travel Services Program are employed in tour planning and operation, tour sales and ticketing departments of tourism agencies and tour operators. They are also equipped with the knowledge and skills required to work as sales and marketing professionals in hospitality service departments that arrange relations with the travel industry. They also get the chance to be employed in various departments, including organization, reception, sales, and marketing and in the fields such as travel and hospitality services, agencies, advertising, and fair organization. As well as having part-time job opportunities, particularly in public-related services.

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Culinary Arts Associate Degree Program, Faculty of Open Education, Anadolu University

Culinary Arts Program is an associate degree program in the Faculty of Open Education. The program started to accept students in 2016. There are 19.023 registered students in the Culinary Arts Associate Degree Program according to the Council of Higher Education (CoHE) report released in 2018. Moreover, 853 students have fulfilled the requirements of the program for graduation and received an associate degree. The objective of the Program is to contribute to the training of human resources to be employed in the field of gastronomy in the tourism sector. The program aims to equip students with the knowledge and skills particularly related to cuisine, services, management, and human relations, and it also aims to help students keep up with the latest developments in the field. The courses given in this program aim to provide students with theoretical knowledge of culinary and also help them obtain the theoretical knowledge they may need to find solutions to various business problems they may encounter in the tourism sector. The program does not require students to have an internship application.

The program consists of four semesters and offers various courses, such as Food Legislation and Quality Management, Turkish Cuisine Culture, Basic Cooking Techniques, Beverages, History of Gastronomy, Basics of Nutrition, Food Safety and Hygiene, World Cuisines I, Geography of Food, Gastronomy and Media, Food and Beverage Management, Ottoman Cuisine, Local Cuisines, Menu Management. Students also have the opportunity to have different foreign language courses (German, French or English) which are chosen by students at the registration stage.

In order to graduate from the program, students are required to complete the courses of the designated program, to get minimum of 120 ECTS credits in total, achieve a minimum GPA of 2.00/4.00, and to have no FF, DZ or YZ grades. These requirements are fully compatible with the Bologna Process. Students that meet the graduation requirements are granted a “Culinary Arts Associate Degree” from the Faculty of Open Education. Students who graduate from the program can apply to formal or open education bachelor’s degree programs. Those who finish the program are awarded the title “Cooking Professional”. Graduates have employment opportunities in cuisine and food-related departments of public and private institutions. Graduates of the Culinary Arts Associate Degree Program are employed in related units, mainly cuisines of companies operating in the field of accommodation, food and industrial catering in the tourism sector or cafeterias, catering establishments, private or official institutions.

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The editorial board of Journal of Tourism, Leisure and Hospitality (TOLEHO) would like to thank the reviewers who have contributed to the success of the journal. We recognize the researchers who have completed reviews in the two issues which has published in 2019. We are gratefull for their valuable time, efforts, supports, suggestions and contributions.

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