

A LESSON DESIGN ON THE SUBJECT OF LOCAL CUISINE AS A COURSE UNIT IN LAN- GUAGE TEACHING

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ABSTRACT

Aim. In Turkey, German ranks second after English as a foreign language in private courses, schools, and universities. There is an important relation between the selection of the subject of German courses, i.e., the detailed planning of the courses, and the implementation of the appropriate method. In this research, the subject of cuisine was planned for teaching German at universities. The purpose of this research is the preparation, implementation and evaluation of a sample lesson focused on the selection of the subject of cuisine for German courses taught in the universities.

Methods. This research on cuisine was qualitative in nature. The document analysis technique was used in the research (Kuş, 2007; Yıldırım & Şimşek, 2008). During the 2018/2019 academic year the researcher taught on the subject of cuisine selection in his German courses. The implementation and evaluation of the subject of cuisine are developed by Hasan Coşkun (2020) in accordance with the lesson planning model previously prepared. The materials used in this lesson are prepared according to the model developed by Coşkun (2020). The unit on cuisine has been revised for this article.

Result and Conclusion. The success of the lesson planning model mentioned in this article was also observed in the activities conducted earlier. It was also seen that the students who attended German courses in connection with education or work in Germany, Austria, and Switzerland exerted efforts in establishing contact with the instructor and with other students attending the class. It was observed that participants talked about the Turkish, German, and Chinese cuisine in their families, peer groups, restaurants, and snack bars. In addition to the subject discussed in the class, the method implemented in the lesson and the planning of the course according to the method, play an important role in the continuation of the students' interest. Therefore, effective lesson planning models should be developed. This lesson model is also applicable to other languages.

Originality. German is offered as a foreign language in Turkish schools in the second grade. Consequently, German is usually chosen as a second foreign language after English. Students from all the departments of the university may attend the elec-



tive German language classes to study or work in Germany. The condition for participation in the courses "German for Erasmus" and "German for Communication," taught by the researcher, aims to prepare the students to read and speak German at the A2 level. It is frequently observed that the participants speak German at different levels. The overseas experience of the participants, the level of their German and their knowledge of other languages play an important role in this respect. In recent years, the number of course participants from Germany and other countries have increased. The students who had been in German speaking countries within the Erasmus program participate in German courses to maintain their fluency in the German language. To conduct the courses effectively, a suitable method should be developed and such an approach will help the participants who come from different countries and students with different levels of fluency. It is believed that this inter-disciplinary research will contribute to the use of the active method during German lessons.

Key words: cuisine, restaurant, lesson planning, development of teaching materials

INTRODUCTION

During the times of the Ottoman Empire (1299-1918), Arabic and Persian were important foreign languages in the Ottoman schools. After the proclamation of the Republic of Turkey in 1923, the national aim was to impede the influence of Arabic and Persian on the Turkish language. Since the proclamation, English, German, French, Russian, Chinese, Japanese, and other languages have been offered as foreign language courses in the educational institutions. In the last ten years, Arabic has been more increasingly offered as a foreign language. The common religion of Islam, commercial relationships with Arab countries, and Turkey's role in the Middle East have all contributed to this.

The European Union recommends that at least two foreign languages should be taught in the member states of the European Union. To support the realization of this project, the Common European Framework of Reference for Languages was developed. This framework was also translated into Turkish. The language books and teaching materials were written and developed based on this framework. This framework was also used in the revision of the teacher training programs, (Coşgun-Ögeyik, 2009) yet foreign language learners in Turkey are not at the desired level.

To increase the success in foreign language teaching, the following measures are proposed:

- Contemporary methods in teacher training and school teaching
- Development of schoolbooks based on the new language acquisition theories
- Foreign language lessons at the elementary school
- Promotion of student exchanges
- Small school groups
- Application of new technologies
- Better job prospects for employment.

At this point, the position of cuisine in publications should be taken as reference. The theme of cuisine is published in daily newspapers, brochures, magazines, dictionaries, textbooks, and broadcasted in TV programs. In the book *English for Tourism* (Yorgancı & Keskil, 2008, pp. 117-147) the topic of cuisine is dealt with under the following headings "Cuisine Services Management," "Food and Beverage Services Management", and "The Principles of Nutrition and Menu Planning." In the book *Otelcilik ve Turizm Alanında Öğretim* [Teaching on Hotels and Tourism], the topic of cuisine is dealt with in detail in several articles (Demirezen, 2013; Coşkun, 2013). In the dictionary published in Austria (Österreichisches Standarddeutsch, 2014, pp. 44-49) titled *Basiswörterbuch Türkisch - Deutsch /Deutsch -Türkisch Vokabeln und Phrasen für den Alltag*, the words in the field of cuisine in connection with the topic of shopping are listed under the following subtitles:

Table 1

Topics related to cuisine

Food and beverages	Cereal products	Dairy products
Meat, fish, and sausages	Spices and herbs	Fruit
Vegetables	Meals	

Source: own research.

The cuisine as a topic is handled in detail under the heading *Food and beverages* in the books related to tourism (Wehmeier, Dralle, & Thiergart, 2015). The school vocabulary contains extensive lists of food, cooking methods, and meals (Häublein & Jenkins, 2008).

The topic of cuisine is also handled in language books. The course book titled *Topics* is given here as an example (Aufderstraße, Bock, Gerdes, Müller, & Müller, 1993). Both the teachers and the academics can didactize the topic of cuisine in relation to the target group, using the literature. This article explains how the topic of cuisine is used to teach the German courses in 13 steps (Coşkun, 2018; Karabıyık, 2018). The process is based on the teaching model and didactized by the researcher.

METHOD

The study was conducted through the qualitative method (Kuş, 2007; Yıldırım & Şimşek, 2008). Initially, a draft for the class in collaboration with teachers is developed, consulting the university graduates as experts. In this study, the literature related to language teaching and the documents prepared by the researcher are used. Additionally, the discussions are held with the expert teachers, university graduates, and the students. In the course, the researcher principally works according to his own model with a key word that presents the topic and 24 words that are often used in relation to the topic. A picture of the lunch in the Community of Yapraklı was selected as the key word. Then five

Turkish sentences related to this picture were written. The Turkish sentences were then translated into German and English (Coşkun, 2018).

The cuisine theme has been discussed on various occasions over the past ten years. Various materials have been developed in German and tested for every occasion. These German materials were discussed with a German teacher at the Goethe Institute in Ankara and with a German teacher in Lüneburg (Germany). Most recently, a master's degree student developed a teaching unit as part of field research supported by the Konrad-Adenauer-Foundation in the Yapraklı community (Ersan, 2020). This article utilizes some of the texts from this unit.

GENERAL INFORMATION

There are several factors that influence teaching. Therefore, every lesson plan should aim at a specific target group, and certain general information should be mentioned. These are, for example, educational institutions, branch of instruction, subject, and duration.

- Target Group: Students of German courses at the university
- Name of the lesson: German for Communication
- Topic: Cuisine in Yapraklı
- Duration: 80 minutes (2 class hours)

RATIONALE OF THE LESSON

In the introduction it was pointed out that the topic of cuisine is mentioned, for example, in daily newspapers, brochures, magazines, dictionaries, textbooks, and TV programs. Two publications are referred to in this section.

The German textbook *einFach gut*, which has been adapted for the Czech Republic, Hungary and the Baltic States and which was developed for vocational schools, deals with the topic "Cooking" in Unit 9 on 3 pages. It starts with the following subtitle: "The appetite comes while eating/ Also on imperatives and infinitives." There are two sentences under this subtitle: "Hedgehog named Alfred only eats organically! What is he eating?" (Glowacka-Perłowska, Lipczynska, Ludwin, Luniewska, Pietrowska, Rozwałka, Szczepanska, Tworek, Wasik & Zagórna, 2007, pp. 107-108). Then the students work on a recipe for ingredients and on verbs as follows.

Hedgehog Alfred wants to cook a potato soup.

What ingredients does he need?

What does he have to do with them?

- Heat the butter, add the onions and chives.
- Steam the potatoes and then sprinkle flour.
- Add the leek and spinach by using the stock cube dissolved in 1 liter of water, and turn off the heat.
- Stir and bring to the boil.
- Season with pepper, salt, and nutmeg, cook for about 30 minutes (Glowacka-Perłowska et al., 2007, pp. 107-108).

Finally, the following homework is given: "Your pen pal in Germany wants to cook a specialty from the Czech Republic/Slovakia. Write him a recipe using infinitives and imperatives" (Glowacka-Perlowska et al., 2007, pp. 107-108). In an English language book on tourism (Mitchell, 2008, pp. 63-76), there is a detailed chapter on the subject of food.

CUISINE CULTURE OF THE COMMUNITY OF YAPRAKLI

The food culture in the district is briefly described here. Food culture is one of the important features of the region in question. Food has many different functions in Yapraklı Community. Food provides social love, respect, solidarity, and integration. Some meals are cooked for special occasions, some to convey a message, and some to help. While dishes made for a wedding house increase joy and happiness, meals taken to the funeral home reduce pain.

The food brought by family friends who share the struggle do not only feed people. These meals are taken to the funeral home so that family members also feel that they are not alone and that they are loved in difficult days. Those who cook for the funeral home find that they bring happiness and peace to their suffering friends. The sorrow is replaced by hope. Meals for breaking the fast are served during Ramadan, Circumcision and to the family members who are sending their sons to the military. In the cuisine of the Yapraklı Community meals containing meat, cereals, and vegetables are common. Pastries also have an important place in the community. The most common dishes which consist of desserts, marmalades, pickles, and drinks are:

- Food: Yogurt meal, rice with meat, rice, milk soup, soup made of flour, tomatoes and onions, yogurt soup, casserole, stuffed leaves with meat or olive oil, thin triangular-shaped flaky pastries, dried pickled vine leaves, green beans, aubergine, pepper, tomato and pepper paste, homemade pasta (vermicelli), noodle soup, nip dough, minced meat and flaked roasting, rock salt, cheese in form of an earthenware jug, bulgur, chop, crackling, roasted beans, wheat semolina, flour soup, roasted chick-peas, dough clot with thickened grape must, wheat semolina in boiler, and mushroom.
- Pastries: Round flat loaf unleavened, thin bread, thin amulet-shaped bread, coarse dough, ingot bread bars, pan bun, walnut pâté, thin flatbread, muffin with oily inside and pancake.
- Desserts: Baklava, halva, shredded dough baked in syrup topped with crushed nuts.
- Marmalades: Roasted and ground wheat pear, rosehip marmalade.
- Pickles: Hyssop, wild pear, fickle, parsley, dill, long doughnut in syrup, cherry syrup.
- Garnish: mint, parsley, dill, long doughnut in syrup, cherry syrup, cranberry sour, rack, tear-thumb, herb.
- Drinks: Tea, buttermilk, compote, syrup of cornelian cherry, plum fruit leather.
- Salt: Rock salt.

Yapraklı community has a rich cuisine. The cuisine of Yapraklı community should be promoted at national and international level (Ersan, 2020; Demiröz, 2017).

THE OBJECTIVES OF THE LESSON

The lessons are generally prepared, carried out, evaluated, and further developed based on the existing curriculum. The formulation of teaching or learning objectives is an elementary instrument in all curricula. They serve as instructions for teaching staff and textbook authors and should create transparency in the educational establishment and help control the learning process through the correct dosage of input. The focus on competencies is an example of this change of perspective. The teacher should investigate the question of which teaching or learning objectives are decisive for the lesson and how they can be used in a system of teaching/learning and teaching management for quality development and quality assurance.

In the literature, a distinction is made between guideline teaching goals (guiding goals), rough teaching goals, and detailed teaching goals.

The guiding teaching objectives (guiding objectives) represent the fundamental pedagogical and educational policy objectives that a society and its educational institutions consider important. In the general teaching objectives, these are tailored to the institutional framework of the relevant school system according to relevant subject-specific and pedagogical criteria. The general teaching goals are finally specified and put into operation in the detailed teaching goals for the skill areas. The skill areas are grammar, reading, writing, listening, and speaking (Roche, 2013).

EXPLANATION OF THE KEYWORD AND THE 24 WORDS USED

Hölscher, et al. (2006) formulate the meaning of vocabulary for language acquisition as follows:

In the beginning there was the word, it is not only said in the Bible. The key to language acquisition is word acquisition. There is no grammar without words. The grammar can only emerge from the words, namely only when several words are to be combined sensibly. In addition, it is human nature to conceptualize the world. We start from the thesis: "Give the students vocabulary, they will find the grammar on their own!"

The authors cited above point out that vocabulary acquisition can be expanded playfully and with demonstrable success. At the same time, they write that the expansion of the vocabulary takes place in learning scenarios. Based on the above-mentioned thesis and function of the words as well as the learning scenarios, I use 24 other words in my foreign language learning model that are

closely related to the topic. In addition to the use of these words, dialogues, reading texts and various exercises are being worked on (Coşkun, 2018).

Table 2

Flash card for Cuisine

The key word and the 24 words used in the lesson Yöresel Mutfak / die lokale Küche/ Local Cuisine

Flaş Kart / Lernkarte / Flash Card

die lokale Küche		
Yöresel Mutfak		Local Cuisine
OO		









No	Türkçe	Deutsch	English
01	Yapraklı ilçesinin mutfağını tanımalıyız.	Wir sollen die Küche der Gemeinde Yapraklı kennen lernen.	We should get to know the cuisine in Yapraklı.
02	Kültürümüz için yöresel mutfak çok önemlidir.	Die lokale Küche ist sehr wichtig für unsere Kultur.	The local cuisine is very important to our culture.
03	Yapraklı mutfağı çok zengindir.	Die Küche in Yapraklı ist sehr reichhaltig.	The cuisine in Yapraklı is very rich.
04	Yapraklı'daki yemek kültürünü yaşatmalıyız.	Wir sollen die Esskultur in Yapraklı am Leben erhalten.	We should keep the food culture in Yapraklı alive.
05	Yapraklı'daki yöresel yemekler besleyici ve sağlıklıdır.	Lokale Gerichte in Yapraklı sind nahrhaft und gesund.	Local dishes in Yapraklı are nutritious and healthy.

Note: Çankırı Belediyesi Eğitim ve Kültür Müdürlüğü Yemek Kitabı [Çankırı Municipality Education and Culture Directorate Cookbook], Ersan, 2020, revised by Coşkun, 2021.

Source: own research.

Table 3
The first group of words for Local Cuisine

Sözcük Listesi / Wortliste / Word List / Yöresel Mutfak / Lokale Küche / Local Cuisine (a)

No	Resim/Bild/Picture	Türkçe	Deutsch	English
01		alıç marmelatı	Weißdorn- marmelade	hawthorn jam
02		bazlama	ungesäuerter Fladen	unleavened flatbread
03		buğday kavurgası	gerösteter Weizen	roasted wheat
04		cızlama	dünnes Flad- enbrot	thin flatbread
05		fasulye kavurması	geröstete Bohnen	roasted beans
06		hameyli	Blätterteigge- bäck	puff pastries
07		ince ekmek	dünnes Brot	thin bread
08		ince ekmek muskası	dünnes Brot- Amulett	thin bread amulet






09		iri hamur	grober Teig	coarse dough
10		kaya tuzu	Steinsalz	rock salt
11		keşkek	Weizengrieß	wheat semolina
12		kızılcık şurubu	Kornel-kirschensirup	syrup of cornelian cherry

Source: own research.

Table 4

The second group of words for Local Cuisine

Sözcük Listesi / Wortliste / Word List / Yöresel Mutfak / Lokale Küche / Local Cuisine (a)

No	Resim/Bild/Picture	Türkçe	Deutsch	English
13		kuşburnu marmelatı	Hagebuttenmarmelade	rosehip jam
14		külçe	Walnussbrot	walnut bread
15		küpecik peyniri	Tonkrugkäse	clay jug cheese
16		nohut kavurması	geröstete Kichererbsen	roasted chickpeas
17		pıhtı	Teigklumpen	lumps of dough

18		tarhana çorbası	Weizenmehl- suppe	wheat flour soup
19		tava çöreği	Pfannenge- bäck	pan pastries
20		toyga çorbası	Yoghurt- Suppe	yogurt soup
21		un çorbası	Mehlsuppe	flour soup
22		un helvası	Mehlhalwa	flour halva
23		Yaren güveci	Schmortopf	casserole
24		yazma çöreği	Wal- nusspastete	walnut pâté

Source: Ersan, 2020, pp. 264-266.

Dialogue (Role holders: Emine (Mother), Hans (Father), Jeny (Grandmother), Mert, Buğra, Angelika)

Teacher: Today I brought a dialogue text. Six students will read the text of the dialogue.

Will those who want to volunteer come to the blackboard?

What is Yapraklı famous from?

Part I

01	Angelika	Mother! I have homework. Can you help me?
02	Emine	I love roasted wheat.
03	Angelika	I have to learn more about the local cuisine in Yapraklı.
04	Emine	We live downtown. Actually, we are from Yapraklı. I make very good flatbread.

05	Angelika	You are right. I could not remember. What is a thin flatbread ?
06	Emine	You can do your homework with your grandmother. Your grandmother knows the benefits of rock salt very well.
07	Angelika	Ok, mommy. I will also ask about the bean roast .
08	Mert	What are you doing, Angelika?
09	Angelika	I'm doing my homework with my grandmother. I hope she made thin bread .
10	Buğra	May I learn the subject of the homework? Local cuisine ? Puff pastries are very common in Yapraklı.

Part II

11	Angelika	The food culture in Yapraklı is very rich. Coarse dough is preferred.
12	Buğra	Interesting subject! We can help you. Have you heard of the thin bread amulet ?
13	Angelika	Grandma! Can you help me with my homework? For example, how to make wheat semolina ?
14	Mert	Grandma, Angelika's homework is about the food culture of our county. Do you know syrup of cornelian cherry ?
15	Buğra	What dishes were cooked in the past?
16	Grandmother	Let's see, sit with me. I will also give information about rosehip jam .
17	Angelika	Our teacher asked us to bring a local meal to school. Should I bring some bar bread to school?
18	Emine	It would be great! Do not forget to take the clay jug cheese with you.
19	Angelika	Would you recommend the flour soup as well? First, I want to tell you how flour soup is made.
20	Grandmother	Roasted chickpeas are also famous.

Part III

21	Mert	Grandma, I love the walnut pâté from pastries.
22	Grandmother	Wheat flour soup is a dish unique to our region.
23	Angelika	Do you know how pan pastries are made?
24	Grandmother	I know. I also make very good yogurt soup .
25	Buğra	Grandma, we made flour halva for the village together when we were little. Shall we make flour halva today?
26	Angelika	Casserole is an important symbol of our culture. Do you know the recipe ?
27	Grandmother	Yes, I know it very well.
28	Hans	I also make very good walnut pâté.
29	Grandmother	We always use rock salt in our meals. But salt is not put in hawthorn jam .
30	Angelika	Thank you so much. I took notes of what you said. I will share it with my teacher and friends. We will start writing the recipes.

Source: Ersan, 2020, p. 267, revised by Coşkun, 2021.

READING TEXT

Food Culture of Our Community

Read this text and answer the questions.

1. Anatolia is known as a wheat storage of Turkey. Sowing the seed, giving spike, forming wheat grains and making flour from wheat is a production process. Each stage requires some effort. In the Central Anatolia region, where mainly wheat and legumes are cultivated, **unleavened flatbread** based on grain, **roasted wheat, thin flatbread, thin bread and large dough** are made by the Community of Yapraklı. Local foods, especially when cooked at home style are additive-free and natural food sources. Therefore, local foods are preferred.
2. There are seven geographical regions in Turkey. For example, instead of the East and Southeast Region, it is called the East region. Yapraklı community is located at the intersection of the Black Sea Region and Central Anatolia Region. **Walnut bread, pan pastries, and roasted beans** are common in the region. Since animal husbandry is also carried out in Yapraklı, it is known that meat dishes such as casserole are made in addition to **clay jug cheese**.
3. The community of Yapraklı has hosted various civilizations. For this reason, the food culture in Yapraklı region has remained under the influence of settled and nomadic societies on one hand and the Black Sea and Central Anatolia Regions on the other. **Flour soup, wheat flour soup, yogurt soup, roasted chickpeas, and lumps of dough** are served in the region. Relations with neighboring countries, internal and external migration, and tourism are also important factors in the variety of food in Anatolia. It can be said that Arab countries are famous for sweet and bitter dishes whereas neighbors in the Aegean region are famous for their salads and fast food and France and Germany are famous for their cakes.
4. Various vegetables and fruit products are also grown in by the community of Yapraklı. There are lakes and streams in the zone of the community Yapraklı. Therefore, **hawthorn jam, rosehip marmalade and syrup of cornelian cherry** are made. In the region there is also **thin bread amulet** on the table. Widely, different salads enrich the food culture. Fish is also consumed in the regions close to the sea. Various vegetable dishes such as corn soup, stuffed cabbage, artichoke with olive oil, and stuffed squashed blossoms are common. It is seen that products such as milk, meat and cereals are frequently used in meals in Central Anatolia, Eastern, and Southeastern Anatolia Regions.
5. There are various underground mines such as lignite coal and copper in Yapraklı. **Rock salt** is also extracted in the region. In the region, flour halvah is also widely made in addition to **puff pastries, walnut pâté, and pan pastries**. The people of two villages in the community of Yapraklı have intensive relations with France. The effect of these relations on Yapraklı cuisine culture should be investigated. In addition, it should be examined whether Yapraklı cuisine was brought to France. As a result of the labor migration, bagel, lahmacun and döner kebab are widely consumed abroad (Ersan, 2020, p. 268, revised by Coşkun, 2021).

THE IMPORTANCE OF THE EDUCATIONAL GAME

There are different definitions of the term *game* (Parmentier, 2004, p. 929; Bakırcıoğlu, 2016, p. 1141). The old definition of the game by the Dutch cultural anthropologist Johan Huizinga is often referred to. The definition in his main work *Homo ludens* is as follows:

Play is a voluntary act or activity that is carried out within certain fixed limits of time and space according to voluntarily accepted but absolutely binding rules, has its goal in itself and is accompanied by a feeling of tension and joy and awareness of 'being different' than 'ordinary life.' (Huizinga, 2004, p. 37)

It is now played in the family, at school and in leisure time. There is a large gaming industry that is accompanied by science. Game science differentiates between purposeless and purposeful games. Purposeless games are functional games. Purposeful games are educational games. The educational game serves the purpose of learning. Play is a form of activity. The verb *to play* is also an activity. This activity can be carried out for pleasure, for relaxation, just for the joy of doing it, but also as a job. In the last context, theatrical performances, sports games, and playing the violin are given as examples.

The game is an occupation that is often undertaken as a playful confrontation with other members of the community. Much of the cognitive development and the development of motor skills and social competence takes place through games. This applies to both humans and numerous animal species. Therefore, the game is of great importance for pedagogy.

In pedagogy, gaming is also used specifically as a learning method. This learning method is also widespread in foreign language teaching. A game is often based on very specific courses of action. Binding rules can emerge from these courses of action, especially in the community. The concrete course of action can result from the type of game itself, the rules of the game (dodgeball), as well as from the desire of different individuals to act collectively (building a sand castle) (<https://de.wikipedia.org/wiki/Spiel>). There is a wide variety of games. Their number is not limited as games are constantly being reinvented and varied. The caste educational game was developed for this lesson.

INSTRUCTIONS OF THE CASTE EDUCATIONAL GAME

Educational caste games are often used to make lessons more attractive. It is important that the rules of the educational game are clearly formulated and that appropriate material is developed. For this lesson unit, I designed the caste educational game. I improvised the word box from the Indian caste system. The playing area for the caste learning game is divided into 25 castes. Below you can see the template and the 25 rules.

16	17	18	19	20		
15	04	05	06	21		
14	03	die Küche			07	22
		Mutfak	KEY WORD	Cuisine		
		00				
13	02	01	08	23		
12	11	10	09	24		

Fig 1. Template for the Educational Caste Game

Source: own research.

1. The caste educational game is played with 25 cards and one dice.
2. The playing field also uses a base (pad) divided into 25 castes (8 x 8 cm) and four word- sentence lists.
3. The caste in the middle of the pad is for the card with the keyword.
4. Target group: from 3rd class onwards.
5. Duration: Depending on the target group, 15-20 minutes.
6. The participants are divided into groups of five.
7. One participant is the referee.
8. The other four participants are individual players.
9. The four participants sit at a square table.
10. The referee finds a place near the game table.
11. The game organization gives each referee a package with the game accessories.
12. Each referee puts the paper, 25 cards, the four word-sentence lists, the dice, and the sheet of paper with the instructions of the game on the table.
13. Each referee reads the rules of the game aloud.
14. Each referee places the card with the keyword in the center of the pad (board).
15. Whoever rolls the highest number starts the game.

16. The order of play is clockwise.
17. If the first player throws a six, they choose a card, read the number on the card in both Turkish and German, and roll again.
18. If they throw a six again, they choose a card again, read the number, the Turkish and German words on the card, and enter the words in the number column of the word-sentence list. Then they roll again and repeat the same action.
19. If they don't roll a six anymore, they give the dice to the player on their left.
20. The new player does the same thing.
21. After 15 minutes the game stops.
22. Each player reads out the numbers and the Turkish, German and English words.
23. All players are applauded.
24. The game will continue until the end of the agreed time.
25. The referees report on the result in plenary.

Note: Depending on the target group, the game organizer may request the formation of sentences with respective words. Participants can write texts from the sentences.

MATERIALS TO BE USED FOR THE CASTE EDUCATIONAL GAME

Dietmar Rösler and Nicola Würffel (2014) use the example of German lessons to distinguish between learning materials and media. The term learning material refers to all materials that can be used by learners to learn German. Learning materials can be textbooks, texts, images of all kinds, games, films, etc. But there are also learning materials such as newspaper articles, radio programs, etc. that are used for language lessons. The term media has many definitions. Media are means by which content, tasks etc. are transported in order to support the acquisition of knowledge and skills. At this point, special media should also be mentioned. There are three main reasons for this:

- Social media opens up new possibilities to promote joint writing, to train listening and listening comprehension as well as oral communication.
- With their publication options, social media can motivate learners to write linguistically understandable and interesting texts.
- Social media can support mobile learning (Rösler and Würffel, 2014, p. 172).

For an attractive teaching it is important that the teacher uses different materials and media in the class.

The educational caste learning game package contains the following parts: a sheet of paper with the rules of the game, a base (30 x 30 cm), 25 cards (8 x 8 cm each), four word-sentence lists, a dice. One of the cards symbolizes a kitchen theme. The kitchen is the key word. This card has the number 00. The other 24 cards symbolize the 24 dishes from the word list. All 25 cards are labeled in Turkish, German and English. On each card there is an image that symbolizes the respective word.

Table 5
The flow chart of the lesson Local Cuisine

Step	Dura- tion (min.)	Teacher Behaviour	Student Behaviour	Tech- nique / Method	Materials
1	6 min.	The teacher shows a video of the cuisine in the community of Yapraklı. He/she asks the students what they know about this food. The teacher announces the subject of the cuisine in Yapraklı.	The students say what they know about food. A student writes the nouns such as <i>soup</i> , <i>bread</i> , <i>meat</i> and <i>milk</i> on the board. The other students form similar sentences.	Question answer	Video Black board Projector
2	6 min.	The teacher shows different images on cuisine and asks what the participants think about the images. The teacher asks: Shall we go out to eat today?	The students discuss the images reflected on the wall. These are local foods. Yes, we're going to eat together today.	Oral statement	Images
3	10 min.	The teacher asks the students to hang the flash cards. The teacher stretches the clothesline in the classroom. He/she gives those in the front row 25 flash cards about the cuisine, 25 clothes pegs, and clothesline instructions enough for groups of two.	The students hang the flash cards on the clothesline in pairs.	Group work	Clothesline. 25 flash card, 25 clothes pegs clothesline instructions
4	6 min.	The teacher asks for the flash cards, clothes pegs, and the clothesline to be collected and given to the class leader. The teacher asks the group leaders to give him the materials.	The students give the flash cards, clothes pegs, and the clothesline to the group leaders. The group leaders return the material to the teacher.	Individual work	25 flash cards, 25 clothes peg clothesline, yogurt cups
5	10 min.	The teacher says that he brought up a dialogue. He wants six students to come to the board and read the dialogue.	Six students come to the board and read the dialogue.	read out	Dialogue text

6	10 min.	The teacher asks them to share the ideas related to the dialogue.	The students share the ideas they have made.	Class	
7	20 min.	The teacher announces that he will be playing the educational caste game. He asks the students to form groups of five and distributes the materials prepared beforehand.	The students thank the teacher for the educational caste game and form groups of five. The game takes place with the distribution of materials. After the game the students share the results of the group studies with the other students.	Group work and presentation	Materials of educational caste game
8	10 min.	The teacher asks the students to form groups of five and distributes the texts written on "cuisine in Yapraklı." He asks the students to create a word list (German and Turkish) with nouns, adjectives and verbs. He asks the students to answer the questions related to the text at home.	The students form groups of five and examine the cuisine distributed. They create a word list (German and Turkish) with nouns, adjectives and verbs. The students write down the homework.	Group work	Reading text answer sheet
9	2 min.	The teacher summarizes the activity, thanks the participants and assigns them homework for the following week.	The students take notes while listening to the teacher. They thank the teacher for the activity.	Oral statement	

Total period: 80 minutes

Homework: The teacher wants each student to write five recipes for the next week and bring them to the class.

Source: own research.

EVALUATION OF TEACHING

The final stage of curriculum development is its evaluation. This stage determines the success of both the learner and the curriculum. The necessary changes are made based on the results of the evaluation of the curricula (Şeker, 2014). The same applies to the teaching units and individual lessons.

The evaluation takes place in three steps:

- Systematic collection of data
- Analysis of the collected data according to certain criteria
- Assessment of the results (Şeker, 2014).

To evaluate the lessons, Karin Ende, Rüdiger Grotjahn, Karin Kleppin & Imke Mohr (2013, p. 93) write: "Lessons cannot be planned continuously without the teacher repeatedly considering the learners and their skills and knowledge as a starting point to guess whether our learners have achieved the partial learning goals."

There are various options for evaluating the lesson: dictations, compositions (essays), tests, puzzles, etc. An observation and evaluation form has also been developed for this unit.

Table 6
Observation and Evaluation Form

No	Skills	Degrees of Evaluation				
		Poor	Passing	Me- dium	Good	Excel- lent
01	Did the students participate actively in the class?					
02	Was there sufficient discussion among the participants on the subject of cuisine?					
03	Did the participants understand the rules of the educational game?					
04	Was the importance of the kitchen for the culture understood?					
05	Did you understand the objectives of the lesson?					
06	Did the participants learn the names of the foods in Yapraklı?					
07	Were the participants able to establish a connection between the cuisine and geographic location?					
08	Have various foods been discussed sufficiently?					
09	Were the participants able to write their own recipes?					
10	Did the participants understand the dialogue and the reading text?					

Source: own research.

CONCLUSION AND RECOMMENDATIONS

At the beginning of this article, it was pointed out that foreign language teaching is an important part of the Turkish education system. Some state schools offer up to two foreign languages. At private schools, students have the opportunity to learn even more languages. Foreign language courses are offered at universities both as compulsory courses and as optional courses. Parents also attach great importance to learning foreign languages.

In this article, the subject of cuisine for active language teaching was tried out. At the beginning of this article, it was pointed out that the topic of cuisine is mentioned in daily newspapers, brochures, magazines, dictionaries, textbooks, and TV programs. Turkish students living in German-speaking countries, e.g., those who have been abroad within the Erasmus program, like to talk about the food in these countries. They compare the food in Turkey with other ones abroad. Foreign students studying in Turkey talk about their traditional dishes. The kitchen is an international theme because it can bring people from different cultures together. Irene Schumacher (2012) writes the following about the cookbook project in her media education practice blog:

- The intercultural cookbook, which was developed with women from different cultures, is very well received everywhere; the network character and the local connection are particularly pleasing.
- The recognition effect, knowing someone in the cookbook is one of the recipes for success of the soup cookbook.

After the project, women keep coming back to us asking whether they could contribute to the second cookbook. This second cookbook with a focus on souvenirs for the buffet is currently being created. Feedback from the women about what is special about the project is as follows:

Enjoyment of new challenges, motivation, with working and learning with others in a group promotes mutual respect and tolerance of other cultures, making contacts, having the courage to approach one another, we are different but one team, valuable integration work, a sign of diversity in Freiburg (Schumacher, 2012).

The Eifel community Netterheim in Germany justifies this Concept for the integration offer "Intercultural teaching kitchen Nettersheim" using the example of refugees as follows:

- Personal discussions are held about cooking and individual needs are identified.
- The visits show the special hospitality that is deeply anchored in the culture of many of our new residents.
- Traditionally, guests are warmly welcomed with tea, coffee, and biscuits.
- Eating together is based on the age-old custom of protecting guests and quenching thirst and hunger.
- Again and again the refugees prove their cooking skills and show us how important cooking and being together are to them.
- During our visits it regularly turns out that our new fellow citizens enjoy cooking together, like to share it with others, and are open to our local cuisine.

- The exchange of different cultures helps to learn from one another.
- The exchange of different cultures creates awareness of the customs and habits of other cultures.
- The intercultural teaching kitchen offers excellent opportunities to promote the integration of refugees into our society.
- The intercultural teaching kitchen offers excellent opportunities to highlight the culinary cooking skills of the refugees.
- Refugees get to know German dishes, especially from the Eifel region, and learn more about our local culture in personal conversations (Eifelgemeinde Nettersheim (n.d., pp. 5-13).

The kitchen topic is an interdisciplinary issue. The issue of kitchen can be used to deal with topics such as nutrition, agriculture, animal husbandry, production, tourism, and trade.

RECOMMENDATIONS FOR THE UNIT CUISINE

The following suggestions are made based on the knowledge gained from the literature and lessons learned.

- Since the topic of cuisine interests both students and adults, the teaching unit should be expanded for further hours.
- The teaching unit should be enriched with different dialogues, reading texts, puzzles and exercise types.
- The learners should have the opportunity to report on their experiences both abroad and at
- home.
- The learners should have the opportunity to write their own recipes.

At this point, reference is made to a publication by the DAAD (no year). This publication contains 30 recipes.

Each recipe contains the following information:

- Name of the dish, - Region, - Origin, - Ingredients, - Instructions and Tip.
- A version of this lesson is to be prepared for online teaching.
- Experiences with the kitchen unit should be exchanged with interested parties.

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ANNEX

Questions to the dialogue

1. Who has a homework about local cuisine in the dialogue?

- a. Mert b. Buğra c. Tattiana d. Father e. Mother

2. Which is one of Yapraklı's local desserts?

- a. wheat semolina b. Yaren's shallow braising pan casserole c. Walnut pâté
 d. flour halva e. thin bread amulet

3. What is the most important thing that gives flavor to foods in Yapraklı?

- a. sugar b. butter c. Rock salt d. Spice e. thyme

4. What is the famous sorbet Tattiana's father said?

- a. Rose hips b. Cornelian c. hawthorn d. Sumac e. Orange

5. What local soup did the grandmother say?

- a. Lens b. Chicken c. Wheat d. Vegetables e. Tarhana

Answers to the question on dialogue text (Answer Key)

1	2	3	4	5
c	d	C	b	e

Questions to the reading text

1. In which region is more animal protein used in meals?

- a. Marmara b. Aegean Sea c. Mediterranean d. Central Anatolia
 e. Eastern Anatolia

2. Which of the following information is correct?

- a. Local foods are not healthy.
 b. Local foods are not very tasty.

- () c. Local foods have a high nutritional value.
- () D. Local food is quite expensive.
- () e. Local foods cause health problems.
3. In which region are wheat, pulses, and meat consumed together?
- () a. Eastern Anatolia Region () b. Central Anatolia Region () c. the Mediterranean
- () D. Southeast Anatolia Region () e. Aegean region
4. What is not a meal in Central Anatolia?
- () a. Meat casseroles () b. Olive oil artichoke () c. Coarse dough
- () D. Wheat soup () e. Write rolls
5. What is not a meal from Eastern Anatolia?
- () a. Stuffed cabbage () b. Double zucchini flower () c. lahmacun
- () D. Roasted Green Beans () e. walnut pâté

Answers to the questions of the reading text (Answer Key)

1	2	3	4	5
e	c	B	b	c

Baking recipe for the apple cake

Elmalı Pasta Tarifi	Backrezept für den Apfelkuchen	Baking recipe for the apple cake
Burada bir elmalı pasta (kek) tarifi yer almaktadır. Bu taslağı yemek tarifleri için de kullanabilirsiniz. Elmalı kek yapma tarifi aşağıdaki bilgileri içermektedir: Pastanın adı: Apfelkuchen (Elmalı kek)	Hier finden Sie ein Backrezept für Apfelkuchen. Diesen Entwurf können Sie auch für Kochrezepte verwenden. Das Backrezept für Apfelkuchen enthält folgende Angaben: Name des Kuchens: Apfelkuchen	Here you will find a baking recipe for apple cake. You can also use this draft for cooking recipes. The baking recipe for an apple cake contains the following information: Name of the cake: Apfelkuchen (apple cake)

<p>Yöre Kuzey Denizi kıyısındaki "eski bölge" asırlık meşhur meyve yetiştirme geleneğine sahiptir. Bugün bile Elbe ırmağı üzerinde bulunan Hamburg metropolü içtenlikle "meyve bahçesi" olarak adlandırılmaktadır. Bölgenin verimli lıgılı arazide sulu elmalı kek için en iyi meyve üretilmektedir.</p>	<p>Region Die Region „altes Land“ an der Nordseeküste hat eine berühmte, jahrhundertealte Obstbautradition. Die pulsierende Metropole Hamburg an der Elbe wird bis heute liebevoll als „Obstgarten“ bezeichnet. Der mit Nährstoffen gefüllte Marschlandboden der Region bringt die besten Früchte für einen saftigen Apfelkuchen hervor.</p>	<p>Region The "old country" region along the North Sea coast has famous, centuries-old fruit growing tradition. Even today, the pulsating metropolis of Hamburg on the River Elbe is affectionately called the "fruit garden." The region's nutrient-filled marshland soil produces the very best fruit for a juicy apple cake.</p>
<p>Kaynağı Elmalı kek Almanya genelinde popülerdir, ancak hazırlama yöntemleri bölgeden bölgeye farklılık gösterir. Pastacı bazen elma dolgusuna kuru üzüm ya da badem ekler.</p>	<p>Ursprung Apfelkuchen ist in ganz Deutschland beliebt, obwohl die Zubereitungsmethoden von Region zu Region unterschiedlich sind. Manchmal fügt der Konditor der Apfelfüllung Rosinen oder Mandeln hinzu.</p>	<p>Origin Apple cake is popular throughout Germany, though preparation methods do vary from region to region. Sometimes, the Confectioner will add raisins or almonds to the apple filling.</p>
<p>Malzemeler 120 gr donmamış tereyağı, 140 gr şeker, 1 paket vanilya şekeri (8 gr), 3 yumurta, 200 gr un, 1 çay kaşığı kabartma tozu, 4-5 ekşi elma.</p>	<p>Zutaten 120 g weiche Butter, 140 g Zucker, 1 Packung Vanillezucker (8 g), 3 Eier, 200 g Mehl, 1 TL Backpulver, 4-5 saure Äpfel.</p>	<p>Ingredients 120 g soft butter, 140 g sugar, 1 pack of vanilla sugar (8 g), 3 eggs, 200 g flour, 1 level tsp baking powder, 4-5 sour apples.</p>
<p>Yapılışı * Tereyağını bir mikserde krema haline getirin. * Şekeri yavaş yavaş ekleyin ve yumurtaları karışım hafif olana ve kabarana kadar karıştırmaya devam edin. * Un ve kabartma tozunu karıştırıp tereyağı ve şeker karışımına ekleyin. * Kek karışımını tereyağı ile yağlanmış yaylı bir kek kalıbına koyun ve düzleştirin. * Elmaları soyun, çekirdeklerini çıkarın ve dörde bölün. * Elma dilimlerinin arkasında birkaç yarık açın ve bunları karışımın üzerine yarıklar yukarı bakacak şekilde yerleştirin. * Keki 180 ° C'de yaklaşık 40 dakika pişirin.</p>	<p>Anweisungen * Sahne und die Butter in einem Mixer. * Fügen Sie nach und nach den Zucker und die Eier hinzu und mischen Sie weiter, bis die Mischung leicht und locker ist. * Mehl und Backpulver mischen und zur Butter-Zucker-Mischung geben. Die Kuchenmischung in eine mit * Butter gefettete Springform geben und glatt streichen. * Die Äpfel schälen, entkernen und vierteln. * Schneiden Sie mehrere Schlitz auf der Rückseite der Apfelviertel und legen Sie sie mit den Schlitz nach oben auf die Mischung. * Backen Sie den Kuchen bei 180 *C für ca. 40 Minuten.</p>	<p>Instructions * Cream and the butter in a blender. * Gradually add the sugar and eggs continue mixing until the mixture is light and fluffy. * Combine the flour and baking powder and add it to the butter and sugar mixture. * Put the cake mixture into a spring-release baking tin that has been greased with butter and smooth it flat. * Peel, core and quarter the apples. * Cut several slits on the back of the apple quarters and place them on the mixture with the slits pointing up. * Bake the coke at 180 ° for around 40 minutes.</p>
<p>İpucu Pudra şekeri serpin ve çırpılmış krema ile servis yapın.</p>	<p>Tipp Mit Puderzucker bestäuben und mit Schlagsahne servieren.</p>	<p>Tip Dust with icing sugar and serve with whipped cream.</p>