The method is derived from the Greek word "methodos" (Metha-to, odos - way) and is defined as the way forward to reaching the goals. Recently, the method has been perceived as the teachers’ means to help students find their own way to rediscover the world around them. In other words, the teaching method is the model or set of procedures or methods organized for implementing the operations underlying the actions taken jointly by teachers and students and that lead to achieving goals, in a planned and efficient way.

Teaching the mother tongue in the pre-university system of education aims at understanding and properly using of this one in relationship with people. Understanding the language is based on knowledge of its main compartments: phonology, vocabulary, spelling, grammar, orthography. These compartments are met in all languages, but in each country there are used certain teaching strategies, depending on the specifics of that language.

Thus, the teaching of reading and writing is different from one country to another, still respecting some principles unanimously accepted. In the Romanian language, according to the phonetic principle, each letter represents a sound, with few exceptions, when this correspondence is not respected. Italian is a Roman language and therefore uses the Latin alphabet, but there are several differences between writing and reading words and thus in teaching reading/writing, as well.

Studying the Romanian language in school begins with pre-alphabet stage, alphabet stage, and post-alphabet (second grade). Pre-alphabet studying stage prepares the study of letters, and the teacher is to ensure that students pronounce words correctly and observe all the sounds (formation of phoneme hearing). In alphabet stage, the student learn to read, write letters, words and sentences, using exclusively the phonetic, analytic and synthetic method.
This method takes into account, on the one hand, the fact that writing agrees, almost exactly, with pronunciation, so the method should be phonetic, and, on the other hand, there should be started from extracting a sentence from the speech, delimiting words in syllables and then each syllable in sounds, then following the way back, from sound to syllable, word and sentence, which denotes that the method must be analytic and synthetic. In fact, the phonetic, analytic and synthetic method is a complex of methods and processes that incorporate each other and design the entire system of educational strategies, so that the learning of letters by hand and the writing skills should be done in parallel with the acquisition of the capital letters (integrated teaching).

In teaching reading-writing, in Italy there are various methods, of which the teachers are free to choose what they consider necessary. Traditional or synthetic methods are based on analysis of smaller elements of speech, which then synthesize. The alphabetic method is based on spelling letters of a word with their name (eg. luna: elle-u-enne-a).

Phonetic method means to synthesize sounds (eg, luna: l-u-n-a). The mixed syllabic and phonetic method envisages syllables as a whole (eg luna: lu-na). Thus, insisting on the traditional correspondence: oral-written-sound-script.

Modern analytical or global methods are based on words, phrases or stories in order to reach successively, but not necessarily, the analysis of syllables or letters. It is the linkage between sound and image, but sometimes there is neglected phonological mediation.

Analytic-synthetic methods are based on an overall assessment, considering the students’ experience, but instead of trusting in occasional and spontaneous learning, these ones guide them deliberately and systematically, taking into account the analysis, as well. Whatever the methods chosen by the Italian primary school teacher, it is not so difficult to teach students to read and write (target which is reached, at least at instrumental level, by almost all children), but to turn curiosity and effort to learn into a magic moment, the love for reading and writing.

As regards the other school years, teaching language and literature is achieved in an integrated way, in order to reach certain operational and framework objectives, to develop some general and specific skills and to acquire certain values and attitudes.
The teaching methods can be selected by the teacher according to several criteria, since there are hundreds of ways, thousands of teachers and millions of students, which must be addressed.

For teaching Romanian language and literature, there can be used both traditional methods, which consider the teacher as having the most important role and modern ones, student-centred, which we consider preferable alternative ways of teaching, even if we do not use them within every class.

Specific methods of teaching - learning - evaluation of Romanian language and literature, the most commonly used are:

**Classical methods:** reading, explanation, exposure, conversation, exercise, demonstration, literary review, literary interpretation, literary analysis, educational game, summary, working with textbook etc.

**Alternative methods:** simulation, case study, reflection, problematizing, project, learning through discovery, programmed training, brainstorming, cube, quintet, clusters, lecture, horoscope, quadratic method, gallery tour, lecture, debate, Venn diagram, etc.

Within teaching Romanian language and literature there are combined the so-called expository methods (narrative, explanation, description, discussion, exposure) with the dialogue ones (conversation, free discussions, colloquium, debates, lectures, etc.).

In the context of a reform of teaching methods, including the above-mentioned specialty, are frequently used the methods based on action, simulation, exploration of reality. There is a tendency of widely using the: case study, project, educational game, practical works, the comparative study, dramatized learning, experiment, etc. The computer assisted training has also entered the area of Romanian language and literature and the educational software is used more and more often.

In any section of the methodology of Romanian language and literature there have not been produced so many changes as within the lesson.
Alternative textbooks suggest a lesson without stages or phases, including at the same time knowledge of theory and literary history, vocabulary, stylistics and communication theory. Teacher is given full freedom as regards updating, learning, reinforcement of knowledge and evaluation, students being more engaged in "educational games", to stimulate imagination and creativity.

Techniques used to address the literary text are multiple and can be classified in: the initial techniques (photos, records, role play), working with text (text rewriting, completion of phrases, summarizing the choice of interpretative variants, commentary) and the final techniques (production of illustrative images, essays, portfolios).

New curricula and textbooks of Romanian language ask for a different approach of learning, the focus being now on skills, not on content, and on the application of knowledge, not on its simple reproduction. The evaluation approach has changed, too: there is evaluated the process, not the product, thus the teacher must "teach the student how to learn".

There can be used alternatives such as terms given in advance, diary with double / triple entry, studying guides, quadratic method, cluster, shields, Venn diagram, aquarium, petals, anticipation, SINELG method, investigation, horoscope, author's chair, process, snake, the tour between teams, quadrants, poster, collage, gallery tour, project, portfolio, essay. These methods, applied properly, are really enjoyed by students. Some of the advantages of these methods are: creating a climate of cooperation, helping compiling the information content, the possibility of being used in different stages of the lesson, providing interdisciplinarity, developing critical capacity, developing evaluation and self-evaluation skills and encouraging teamwork.

The process of teaching Italian language and literature, as native language, follows the same trend - the combination of traditional and modern methods.

**The traditional lesson** uses only an educational structure of front type, which considers the teacher as a holder of absolute knowledge, who transmits the contents to all students, using almost exclusively an expository way, without taking into account the rhythm and the way of learning that can be different for each student in part.
In these conditions, the rhythm of learning and any difficulties met by the students are ignored. Generally, the teacher does much of the work, while students must demonstrate knowledge acquisition. The method adopted in the educational system, at global level, is a competitive one, based on contests between students so as to identify the best. Within this structure, students work against each other in order to achieve success, always connected to the others’ failure and establish a negative interdependence between individuals.

A second traditional method is the individualistic one that focuses on each student's individual work, without taking into account the others. In this situation, each one pursues his/her own goal.

Even if it is still used today, the structure of competitive and individualistic type has met consistent failures.

Among the modern methods used in Italian schools, there can be an exemplified the cooperative method, characterized by focusing on student, involved in the responsibility of his own training and encouraging cooperation in group activities. Thus, the achieved structure of education has in view a first change of roles between teacher and students. Cooperative learning leads to a high level of reasoning, identifying new ideas and solutions and transfer of knowledge in other areas, towards competitive and individualistic learning.

A merit of the expansion of cooperative learning methods belongs to some research groups operating in the United States, Canada, Israel, the Netherlands, England and many other countries. In Italy, only in recent years, there has been manifested interest in cooperative methods as an alternative response to competitive and individualistic learning, or against the pseudo-groups, within which the relationships between members are of the parasite type, without any breakdown of the objectives and the pseudo-interaction of the group does not lead to an individual development process, either at cognitive or at social level.

Effectiveness of cooperative learning in contrast to individualistic and competitive methods is demonstrated by numerous researches, but it is not sufficiently promoted in Italy. However, among the many cooperative learning methods, the most common are the following,
keeping the original names, most in English: Learning Together, Structural Approach, Investigation Group, Student Team Learning, Complex Instructions, Communities of Learners, Cognitive apprenticeship.

Evaluation is an essential component of teaching, being often related to grades (analytic or holistic, global) or appreciation. Evaluation does not aim to grading students only according to their knowledge, or measuring school performance, but it requires skills, competences, applying acquisitions in different situations, transfer skills. In teaching process, there are accepted three forms of assessment: initial, formative and summative, taking into account the moment of their application.

It is known that the initial or predictive assessment is to determine the level of knowledge, skills, and abilities that students have developed. Based on its findings, the teacher will develop the teaching strategy.

Formative assessment observes the progress made by a student, adjusts the rhythm of training and captures the immediate effect of the learning activity.

Final or summative evaluation is used to test the training level at the end of a unit, at the end of the semester or the school year.

Besides these types of assessments, there are used: internal evaluation (in school) and external (national exams, school contests, Olympics).

There are a few assessment techniques, which are considered representative and generalized:

• short response technique;
• dual choice technique;
• pairs technique;
• multiple choice techniques

Assessment involves a variety of tools that the teacher has at hand and use them depending on the type of evaluation:
• oral evidence;
• written evidence;
• practical tests;
• tests.
• systematic observation of the student based on observation file or progress record.

These tools are completed by the alternative ones, more often used in modern lessons:
• evaluation grid;
• questionnaire;
• investigation;
• portfolio;
• essay;
• the project;
• essay;
• case study.

There should be considered a review of alternative / complementary methods of assessment, included within some complex teaching strategies. The most frequently used are: author’s seat, the serpent, the tournament between teams, quadrants, poster, collage, gallery tour, project, portfolio, essay. Applied properly, they are liked by students.

During the recent years, the National Assessment and Examination Service have played an important role in standardization and optimization of the assessment of students. This reform of assessment started from the certification of graduates’ competences in national examinations.

Assessment of learning outcomes in the Italian education system has various functions, as in other European educational systems, as well. Ecosystem Assessment is defined as a new evaluative orientation, which is designed to verify the effectiveness of education system in all its complexity.

Similarly with the Romanian education system, the Italian one has a classification of types of assessment, depending on the moment of application and its role. Predictive assessment, with a diagnostic role, aims to situational awareness of course teaching and aims to
identify not only knowledge, skills, motivation and training needs of students but also resources and features of the educational context during the learning process.

**Formative assessment** takes place throughout the school year and verify the educational process related to the students’ and teachers’ activities, and to resources and characteristics of the educational context.

**Summative assessment** is specific to the final stage of the educational process and verifies its effectiveness compared to expected results. Summative assessment can have an important educational function for students that receive the results of their acquired skills, activated resources, identified limits, new training needs. In this sense, summative evaluation can be the starting point for a new educational process.

As regards the evaluation methods common to the two educational systems - Romanian and Italian - we may exemplify: systematic observation, questionnaire, diary, exercise, test evaluation.

**The conclusion** that can be drawn easily by studying the teaching methods of mother tongues in Italy and Romania is that they are similar, the only aspect that differentiates them being a distinct approach of teaching literacy, which is due to the specificity of each language. The teacher is the one who will decide what and how much of teaching activity will be organized using traditional methods and how much he/she can introduce modernity, in order to be used only its positive valences. Therefore, mutual knowledge of teaching methods is beneficial for all participants in the project, impact on students of the schools involved.