

Abstract

This habilitation thesis, *Bridging Theory and Practice: A Scientific Inquiry into Classroom Discourse and Teacher Development*, examines the role of teacher communication and professional growth. It brings together a series of published studies that explore questioning strategies, visual aspects of communication, and teacher feedback in classroom interactions. The second part of the thesis focuses on teacher professional development, particularly on identity formation and pedagogical change through reflective practice.

The first section analyzes how teachers shape classroom discourse. It highlights the predominance of closed questions and the limited use of dialogic teaching approaches that encourage student engagement. The research also examines how teachers use non-verbal communication—gestures, spatial positioning, and visual cues—to structure interactions and guide student responses.

The second section addresses professional development and the ways teachers adapt their instructional practices over time. Case studies document how reflective practice, mentoring, and video analysis help teachers refine their pedagogical strategies. The findings emphasize the complexity of teacher learning, shaped by institutional culture, peer interactions, and individual beliefs.

By linking empirical research with practical implications, the thesis contributes to ongoing discussions on teacher education and professional development. It underscores the importance of supporting teachers through evidence-based interventions that foster meaningful classroom dialogue and continuous pedagogical reflection.