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**Teachers' Perceptions of Expressive Oral Language In Special Education Students With Autism.**

### ABSTRACT

This study aims to analyze special education teachers' perceptions of expressive oral language in students with autism. We seek to understand how educators interpret the communicative skills and challenges of these students, what strategies they use to promote language development, and how they perceive the impact of their practices on the students' linguistic and social progress. It was based on the Theory of Linguistic Performance Chomsky, 1965. Methodologically, it was based on the interpretive paradigm, qualitative approach, hermeneutic method of Husserl, Gadamer, the setting was the Alirio Goitia Araujo Bolivarian Primary School, located in the San Fernando municipality of the state. Apure, the informants were three (3) teachers, the information search techniques, the interview and generating questions, the information analysis techniques were categorization, structuring and triangulation, credibility was achieved by the systematic return of the Interviews with informants, the results indicated that teachers recognize the importance of expressive oral language as a crucial tool for the social, emotional and cognitive development of students with autism. It is observed that teachers are aware of the importance of context and environment in the development of verbal communication in the autism spectrum. Despite pedagogical efforts, teachers recognize that the difficulties inherent in ASD, such as limitations in theory of mind and pragmatic skills, can hinder the development of expressive oral language. These barriers require specific and sustained interventions to overcome.

**Descriptors:** Perceptions, Teachers, Language, Oral, Expressive, Special Education, Autism.

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