

## Abstract

The existence of feelings of anxiety, confusion, embarrassment, and apprehension imposes itself as a usual phenomenon that EFL students are accustomed to experience when they are engaging in the oral speaking activities inside the classrooms and sometimes outside. In fact, these sentiments work as hindrances in the students' way to execute the communicative abilities and to be good communicators in their communities. This study examines the attitudes of EFL students and teachers toward the impact of anxiety on the oral performance of students. In addition, the study investigates the factors that are confounding to the appearance of anxiety, especially those that the students themselves and their teachers express to be more effective than others. In addition, the current research presents a number of strategies such as creating warm relationships between teachers and students, adapting the humanistic approaches and enhancing the students' self esteem. Such strategies can reduce the levels of anxiety inside the students' classrooms and outside. Besides, these strategies are proposed by the EFL teachers based on their experience in teaching English as a foreign language as well as the needs of the students demand. Qualitative semi-structured interviews with EFL teachers and three quantitative questionnaires; FLCAS translated into Arabic to evaluate students and other two designed questionnaires by the researcher to the students and teachers are used. The participants, who are at both Taffouh Secondary Schools for boys and girls in this study included (60) EFL Tenth, Eleventh, and Twelfth grade students and twenty teachers. The findings of this research reveal that foreign language classroom anxiety has negative effects on the speaking performance of EFL students from the perspectives of both students and teachers. Besides, the study showed that both male and female students revealed similar levels of anxiety. Also, their teachers viewed that both gender of students

showed the same values of apprehension. In addition, older students revealed high scores of apprehension more than their younger peers. Moreover, EFL teachers who spent more time in teaching English as a foreign language stated that the more the years spent in teaching, the more the anxiety feelings of students. Furthermore, the research raised some of the manifestations that are considered as symptoms of anxious students as viewed by their teachers. Finally, the study presented a number of attributable factors that cause anxiety, and some suggested procedures and suggestions that should be adopted by the students themselves, their teachers, the curriculum designers and the social environment that can alleviate the phenomenon.