**Academic performance of students of 11th grade on the subject of English**

The study's conclusions show patterns of use for after-school English language instruction, indicating that private tutoring fills a significant gap in high school students' English language learning among those attending public schools. The results show that the main reasons why students pursue English language learning outside of school are increased confidence, the importance of high-stakes exams, improved language proficiency, future career aspirations, teachers' limited availability, and an engaging learning environment. Participants who use after-school English language instruction claim that it is a crucial academic aid for maintaining their high academic standing in school and enhancing their results after completing secondary education. However, compared to previous studies, the popularity of after-school learning has declined, resulting in fewer students using it. This decline can be attributed to various factors such as financial burden and failure to achieve expected performance. A significant proportion of participants discontinued out-of-school education due to their unsatisfactory experiences. The results of the study revealed both positive and negative aspects of out-of-school learning, highlighting the decline in popularity of this approach among students who do not engage in it. Peer, teacher, home, school, and student factors are the ones that have been identified as having an impact on students' performance. Two indicators, namely "listening skills" and "speaking skills," are used to gauge the students' performance level along these skills. The socio demo graphic and learner-related profiles of the students were used to create an independent set of variables that were statistically correlated with how well they performed in oral communication skills. Utilizing theory-based instruments created by researchers and subjected to content validation by subject matter experts, data were obtained. The majority of the students scored at the "good" level on the listening skills test, which is a component-indicator of oral communication skills. The majority of them scored in the "good" performance range on the speaking skills test, which is the other component-indicator of oral communication skills. "Academic performance in English subject" was found to be associated with the level of performance in listening skills based on statistical computations that determined any significance of the relationship between the students' academic and language-learning variables and their level of performance along the two indicators of oral communication skills. Similarly, it was discovered that "exposure to mass media types" and "academic performance in English subject" were significantly related to speaking skills. Based on the research's findings, a number of recommendations were made to increase instructional effectiveness and strategies that can improve students' oral communication skills in English. These recommendations call for initiative and collaboration from English language teachers, school administration, students, parents, and instructional material designers, among other parties. Future researchers were also advised to carry out their scholarly research on the phenomenon of oral communication skills and the pursuit of establishing conditions associated with such qualifications as a foundation for developing intervention strategies and improving pedagogy.