



Attitude of Students towards English Language Learning At University Level

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ABSTRACT

This study maps the attitudinal terrain of 60 master's students at the University of the Punjab toward English as a second language. Using a 20-item, Gardner-derived Likert questionnaire, four belief domains societal, cultural, personal, and pedagogical were probed. SPSS descriptive analysis reveals an additive majority: 58.35 % embrace English as cultural capital layered atop Urdu identity, 24.1 % fear subtractive erosion ("English makes me less Pakistani"), and 17 % remain neutral. Personal ambition (71.88 % positive) and societal prestige (64.62 %) propel the additive wave; cultural insecurity and rote pedagogy fuel the subtractive minority. Females lean integrative, males instrumental mirroring Karahan (2007). Lambert's (1981–1990) bilingual typology is affirmed: additive orientation predicts engagement, subtractive anxiety predicts withdrawal. Neutral respondents await identity-safe, task-rich classrooms. Findings align with global cohorts (Buschenhofen, 1998; Kwofie, 2001) yet spotlight a uniquely Pakistani fault-line: fluency versus heritage. Ten recommendations follow: credit-bearing proficiency modules, co-curricular immersion, translanguaging pedagogy, and campus campaigns proving bilingualism amplifies Pakistani-ness. The verdict is clear: Punjab University postgraduates stand ready to speak the world provided classrooms reassure them they never stop speaking themselves.

Keywords: English as Second Language, Additive Bilingualism, Subtractive Bilingualism, Language Attitude, Master's Students, Pakistan, Identity, Pedagogy, Motivation, Lambert.

Introduction

English, as a second language and global lingua franca, serves as both the official medium of instruction and a gateway to socio-economic success in Pakistan (O'Brien & Yule, 1995). Its mastery is no longer optional but a national backbone for progress in science, trade, and diplomacy. Yet, socio-psychological barriers chief among them attitude powerfully shape how effectively Pakistani learners acquire it. Gardner and Lambert (1972) identified attitude alongside motivation, anxiety, age, and personality as the prime movers of second-language achievement, a finding echoed by Fakeye (2010), who singled out attitude as the single most predictive variable. At the master's level, where academic and professional stakes peak, university students' stance toward English can either accelerate additive bilingualism enriching the self or trigger subtractive bilingualism, eroding cultural identity. This study therefore probes the attitudinal landscape of Punjab University master's students, asking: Do they embrace English as an additive asset or fear it as a subtractive threat? Answers matter, for

positive attitudes fuel motivation and proficiency, while negative ones stall both (Masgoret & Gardner, 2003).

Attitude itself is a tripartite construct: cognitive (beliefs), affective (emotions), and behavioural (actions) (Wenden, 2002). Gardner-Chloros (2009) ties positive affect to intrinsic enjoyment, which in turn amplifies motivation. Lambert (1981-1990) sharpened the lens by linking attitude to bilingual outcomes. In additive bilingualism, learners confidently layer English atop their mother tongue, viewing it as cultural capital that leaves Urdu and regional identities intact. In subtractive bilingualism, the same learners perceive English as a cultural solvent that dissolves Pakistani-ness, prompting defensive withdrawal. Between these poles lies a neutral zone of indifference. Montana and Kasprzyk (2008) remind us that every attitude springs from anticipated outcomes: students who believe fluency will open jobs, travel, and prestige lean additive; those who fear “losing themselves” lean subtractive. Because beliefs are socially contagious, family, peers, media, and classroom practices all feed the attitudinal engine long before university gates open (Brown, 1994).

A 20-item Likert questionnaire rooted in Gardner’s (2004) validated scale was administered to 60 master’s students (32 male, 28 female) at Punjab University. Four belief domains were probed: societal, cultural, personal, and pedagogical. SPSS descriptive statistics and correlations revealed a decisively additive tilt: 58.35 % of responses signalled positive attitude, 24.1 % negative, and 17 % neutral. Personal beliefs scored highest (71.88 % positive), confirming that individual ambition “English will advance my career” outweighs external pressure. Societal beliefs followed (64.62 % positive), reflecting Pakistan’s collective reverence for English as the ladder to elite professions. Cultural beliefs, however, exposed fault lines: 36.92 % agreed that “using English makes me feel less Pakistani” and 26 % feared identity damage classic subtractive triggers. Teaching methodology drew the most ambivalence (20 % neutral), suggesting that outdated drills and rote grammar alienate as much as they instruct. Gender mirrored global trends: females edged males in integrative warmth, males in instrumental drive (Karahana, 2007). In short, Punjab University master’s students largely practise additive bilingualism, yet a stubborn subtractive minority fuelled by cultural insecurity and dull pedagogy remains ripe for intervention. Their collective voice is clear: give us relevant, lively English classrooms and we will embrace the language without surrendering the self.

Statement of the Problem

At Punjab University, where English unlocks master’s degrees and global futures, sixty postgraduates reveal their hearts through a Gardner-based Likert survey: 58.35 % joyfully add English to their Urdu soul without losing a single shade of Pakistani-ness (pure additive bilingualism), while 24.1 % fear the language dissolves their identity agreeing “English makes me feel less Pakistani” in classic subtractive panic and 17 % hover neutrally in between. Personal ambition (71.88 % positive) and societal prestige (64.62 %) propel the additive majority; cultural insecurity and dull grammar drills feed the fearful minority; females warm integratively, males chase instrumentally (Karahana, 2007). One paragraph, one verdict: most master’s minds embrace English as extra capital, yet one in four still needs classrooms that prove fluency and heritage can dance together.

Objectives

- (1) To delineate the prevailing attitudinal profile of master’s-level students at the University of the Punjab toward English-language learning
- (2) To quantify the distribution of additive bilingualism (wherein English is perceived as cultural enrichment), subtractive bilingualism (wherein English is feared as identity erosion), and neutral stance

(3) To determine the proportion of respondents occupying the attitudinal midpoint.

Research Questions

Q1. What constellation of attitudes do master's student's exhibit toward English as a second language?

Q2. To what extent do learners gravitate toward additive versus subtractive bilingual orientations?

Q3. How do social beliefs, cultural anxieties, personal aspirations, and pedagogical experiences correlate with overall attitudinal valence?

Literature Review

The scholarly conversation on language attitudes spans a century, yet its core puzzle remains: why do some learners sprint toward a second tongue while others retreat? Early architects Thurstone (1929), Likert (1932), and Allport (1935) framed attitude as a "mental and neural state of readiness" that steers behaviour through organised experience. Allport's synthesis still anchors the field because it fuses cognitive preparation with dynamic behavioural thrust. Eagly and Chaiken (2008) refined the portrait: attitude is an internal evaluative bias, expressed overtly or covertly across thought, feeling, and action. In second-language contexts, this bias determines whether English is greeted as treasure or trespasser. Decades of empirical work confirm that positive attitudes accelerate acquisition and spontaneous use, whereas negative ones erect invisible walls (Garrett, 2010). Thus, before a single grammar rule is taught, the learner's mind has already voted.

Language attitude, a specialised branch, probes the learner's stance toward both the code and its speakers. Garrett (2010) insists the construct is triune: cognitive (beliefs about utility and prestige), affective (pride, anxiety, or warmth), and behavioural (willingness to speak, read, or code-switch). Positive affect, Holmes et al. (2001) observed, fortifies minority-language speakers against mainstream erosion; the same mechanism shields Urdu-Punjabi bilinguals who embrace English without guilt. Researchers harvest these hidden dispositions through three lenses: societal treatment (policy texts, advertisements), direct measures (questionnaires, interviews), and indirect measures (matched-guise experiments). Direct surveys dominate because they scale efficiently, yet each method triangulates the same truth: reported attitudes predict classroom effort and street-level fluency (Garrett, 2010, p. 51). Dogar, et al (2025) show serious concerns over English language fluency of school students. In Pakistan, where English is both ladder and lightning-rod, mapping these triune layers is urgent. Three attitudinal valences emerge globally: positive, negative, and neutral. Positive learners display "additive orientation" (Lambert, 1981-1990), stacking English atop mother-tongue riches; negative learners fear "subtractive loss," believing fluency dissolves identity; neutrals drift, uncommitted. Cognitive attitudes govern beliefs ("English opens jobs"), affective attitudes govern feelings ("I enjoy sounding global"), and behavioural attitudes govern actions ("I volunteer answers in seminars"). Hayati (2018) quantifies the continuum: positive responses cluster above 70 % agreement, negative below 30 %, neutral in the ambivalent middle. Gender, region, and pedagogy tilt the balance Turkish girls outscored boys in integrative warmth (Karahana, 2007); Ghanaian undergraduates prized English for instrumental ascent (Kwofie, 2001). These patterns prefigure Punjab University's own mosaic.

Case studies across continents illuminate transferable lessons. Jordanian students learned Hebrew for pragmatic espionage, not love (Al-Haq, 2000); Brazilian adolescents crowned English over Portuguese for solidarity and status (EL-Dash & Busnardo, 2001); Cape Coast undergraduates crowned English over Pidgin for educational capital (Kwofie, 2001). Singaporean, Indian, and Thai finalists unanimously labelled English "prestigious" (Shaw, 2007),

while Hong Kong youth forged “pragmatic trilingualism” (Lai, 2009). Each cohort reveals the same equation: when societal reward and personal aspiration align, additive bilingualism blooms; when cultural threat outshouts opportunity, subtractive anxiety festers. Punjab University master’s students poised between ancestral tongues and global journals inherit this identical crossroads. Their attitudinal vote will decide whether English remains a bridge or becomes a border.

Theoretical Framework

The Theory of Planned Behaviour (Fishbein & Ajzen, 1975; Bennett & Murphy, 1997) anchors the present study by placing attitude at the apex of three predictors of intentional action. A prospective English learner first evaluates the target behaviour (“Will mastering English advance me?”), then weighs subjective norms (“Will my family applaud or frown?”), and finally gauges perceived behavioural control (“Can I afford the course and timetable?”). Eagly and Chaiken (1993, p. 187) illustrate the cascade: stored beliefs → affective charge → behavioural intent. In postgraduate Pakistan, where English is both passport and stigma, the model predicts that favourable past experiences supportive teachers, successful peers, affordable tuition tilt the attitudinal scale toward enrolment and effort. Oppenheim (1992, p. 147) corroborates: “Attitudes are reinforced by beliefs (cognitive), attract strong feelings (emotional), and lead to particular behavioural intents (action tendency).” Thus, a single favourable seminar can ignite a chain reaction that ends in fluent research presentations.

Attitude itself crystallises early and endures. Brown (1994, p. 168) traces its roots to childhood: “parents’ and peers’ attitudes, contact with people who are different... and interacting affective factors.” By university, the mould is set, yet not sealed. Three theoretical lenses behaviourism, cognitivism, humanism dissect its anatomy. The behavioural aspect (Kara, 2009) manifests in visible zeal: raising hands, joining debates, binge-watching BBC documentaries. The cognitive aspect (CAA) unfolds in four disciplined steps: linking prior Urdu schemas to new syntax, exploring vocabulary, verifying accuracy, and deploying phrases in seminars. The affective aspect, labelled an “emotional process” by Feng and Chen (2009; cited in Shahrzad, 2016, p. 4), pulses beneath: pride when a thesis paragraph sings, panic when an oral defence looms. Lambert (1980-1990) fuses all three into bilingual destiny. Additive bilingualism occurs when English is perceived as cultural capital layered atop L1 treasure; subtractive bilingualism when learners fear the new tongue will “take something away” from what they already know (Vivian, 2008). Successful L2 mastery, Lambert concludes, blooms only in additive soil.

Global case studies validate the framework’s predictive power. Jordanian undergraduates learned Hebrew for instrumental espionage, not love (Al-Haq, 2000); Brazilian teens crowned English for solidarity (EL-Dash & Busnardo, 2001); Ghanaian students prized it for communicative and educational ascent (Kwofie, 2001). Singaporean, Indian, and Thai finalists echoed instrumental hunger (Shaw, 2007), while Turkish girls edged boys in integrative warmth (Karahan, 2007). Hong Kong youth forged “pragmatic trilingualism” (Lai, 2015). Each cohort proves the same equation: when subjective norms celebrate English and pedagogy feels relevant, additive orientation surges; when cultural threat outshouts opportunity, subtractive anxiety festers. At Punjab University, master’s students stand at this exact crossroads. Their attitudinal vote recorded across societal, cultural, personal, and pedagogical axes will decide whether English remains a bridge to journals and jobs or hardens into a border that guards identity at the cost of voice. The Theory of Planned Behaviour, triangulated by Lambert’s bilingual typology, supplies the compass; the present empirical map will reveal the chosen path.

Methodology

The study adopted a cross-sectional quantitative design to capture master's students' attitudes toward English-language learning at the University of the Punjab. A structured questionnaire served as the sole instrument, comprising 20 closed-ended statements crafted to probe four attitudinal domains: societal beliefs, cultural anxieties, personal aspirations, and teaching methodology. Each item employed a five-point Likert scale (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1), enabling precise measurement of valence and intensity. The instrument was researcher-developed yet anchored in established scales, ensuring face and content validity. A purposive sample of sixty postgraduate students thirty-two male and twenty-eight female was drawn from multiple departments, balancing representation while respecting logistical constraints. Convenience sampling permitted rapid access across lecture halls and libraries, yielding a snapshot of the broader postgraduate ecosystem.

Data collection unfolded over two consecutive days. Researchers personally visited departments, secured verbal consent, and allowed respondents fifteen minutes to complete the forms in situ, minimising attrition and social-desirability bias. Completed questionnaires were immediately retrieved, achieving a 100 % return rate. Raw responses were entered into SPSS Version 26. Descriptive statistics frequencies, percentages, means, and standard deviations illuminated overall attitudinal tilt and domain-specific patterns. Gender disaggregation and Pearson correlations among the four belief clusters revealed intersectional and predictive dynamics. By converting affective leanings into numeric clarity, the analysis transformed private sentiments into public evidence, ready for triangulation with additive, subtractive, and neutral bilingual typologies.

Analysis and Interpretation of Data

The primary objective of this study was to determine the attitudes of university students toward English language learning. The research instrument used was a structured questionnaire, and data were analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics including frequencies, percentages, means, and standard deviations were applied to interpret the results.

Table 1: Gender Distribution of Respondents

<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Male</i>	32	53.3%	53.3%	53.3%
<i>Female</i>	28	46.7%	46.7%	100.0%
Total	60	100.0%	100.0%	—

Statistics Summary

<i>Statistic</i>	<i>Value</i>
<i>Valid Cases</i>	60
<i>Missing</i>	0
<i>Mean</i>	1.4667
<i>Std. Deviation</i>	0.50310

Table 1 indicates that the total sample consisted of 60 university students, of which 32 (53.3%) were male and 28 (46.7%) were female respondents. This balanced gender representation ensures that the data reflect diverse perspectives on English language learning across both genders at the University of the Punjab (PU).

Societal Beliefs

Response Type	Percentage	Mean	Std. Deviation
<i>Positive</i>	64.62%	17.1667	4.52925
<i>Neutral</i>	11.34%	—	—
<i>Negative</i>	23.88%	—	—

Results from the *Societal Belief* factor indicate that a majority of students (64.62%) held positive attitudes toward English language learning, while 23.88% expressed negative views, and 11.34% maintained a neutral stance. The mean score of 17.1667 with a standard deviation of 4.52925 suggests a relatively strong and consistent inclination toward positive societal perceptions of learning English. This implies that within the university environment, English proficiency is generally associated with social prestige, academic advancement, and global communication.

Cultural Beliefs

Response Type	Percentage	Mean	Std. Deviation
<i>Positive</i>	39.52%	15.2500	3.82952
<i>Neutral</i>	23.56%	—	—
<i>Negative</i>	36.92%	—	—

The data on *Cultural Beliefs* reveal that 39.52% of respondents demonstrated a positive attitude, 36.92% showed a negative attitude, and 23.56% maintained neutrality toward English language learning. The mean of 15.2500 and standard deviation of 3.82952 indicate moderate variability among respondents. These results suggest that while many students value English as a means of cultural exchange and global identity, a notable portion remains concerned about its potential to overshadow native languages and cultural heritage pointing toward an additive bilingualism trend rather than cultural replacement.

Personal Beliefs

Response Type	Frequency	Percentage	Mean	Std. Deviation
<i>Agree (Positive)</i>	43	71.88%	18.3167	4.59732
<i>Neutral</i>	9	14.3%	—	—
<i>Disagree (Negative)</i>	8	13.74%	—	—
Total	60	100.0%	—	—

The *Personal Beliefs* results demonstrate that a significant majority (71.88%) of students hold favorable personal attitudes toward learning English, with 14.3% neutral and 13.74% expressing negative sentiments. The mean score of 18.3167 and standard deviation of 4.59732 highlight a high degree of positivity and consistency in learners' internal motivation. These findings reflect strong personal recognition of English as a vital tool for career development, higher education, and international mobility.

Teaching Methodology

Response Type	Frequency	Percentage	Mean	Std. Deviation
<i>Agree (Positive)</i>	28	40.92%	15.3833	4.05509
<i>Neutral</i>	15	20%	—	—
<i>Disagree (Negative)</i>	17	39%	—	—
Total	60	100.0%	—	—

Table on *Teaching Methodology* reveals that 40.92% of students expressed positive attitudes toward the methods used in English language teaching, while 39% had negative views, and 20% remained neutral. With a mean of 15.3833 and a standard deviation of 4.05509, the data suggest a mixed perception among learners. While some students appreciate the effectiveness of current teaching methods, others feel dissatisfied possibly due to traditional approaches

that emphasize grammar over communication or lack of modern interactive techniques. This indicates a need for pedagogical innovation (Dogar, 2024; Dogar & Shah, 2024), encouraging student-centered and communicative methodologies.

Across the four key belief dimensions societal, *cultural*, *personal*, and *teaching methodology* students exhibited predominantly positive attitudes toward English language learning. The highest positivity emerged in personal beliefs (71.88%), showing strong internal motivation, whereas the lowest appeared in *teaching methodology* (40.92%), highlighting pedagogical concerns that is based on grammar and translation (Dogar & Shah, 2023). The analysis further reveals that while English enjoys widespread social acceptance and personal value, cultural ambivalence persists. This suggests that enhancing teaching methods, integrating AI pedagogy (Dogar & Khan, 2025) and promoting cultural integration within English learning could significantly improve learner engagement and overall attitude.

Findings

The attitudinal portrait of Punjab University master's students emerges as decisively additive, with 58.35 % of responses signalling unqualified enthusiasm for English as a second language. When the twenty-item Likert data were collapsed across four belief domains, personal aspirations led the charge: 71.88 % of respondents agreed that English fuels individual ambition, opens careers, and elevates social standing. Societal beliefs followed closely at 64.62 %, confirming that peers, parents, and media collectively celebrate English as the golden ticket to elite professions. Even in the more contested terrain of teaching methodology, positive sentiment still claimed 46.92 % a plurality that outstripped outright rejection. Gender patterns echoed global trends: women leaned toward integrative warmth ("I enjoy sounding global"), men toward instrumental hunger ("English equals promotion"). Neutral responses, at 17 %, formed a cautious middle ground, neither cheering nor resisting the language.

Cultural beliefs, however, revealed the study's sharpest fault line. Although 39.52 % of responses remained additive, a stubborn 36.92 % veered into subtractive territory, triggered by two sentinel statements: "When using English I do not feel that I am Pakistani anymore" (40 % agreement) and "English will damage my identity" (26 % agreement). These figures expose a minority who perceive fluency as cultural treason an anxiety potent enough to stall motivation and classroom risk-taking. Yet the same domain yielded counter-evidence: 63 % explicitly rejected the identity-damage claim, and 30 % denied feeling "less Pakistani" mid-sentence. The contradiction is instructive: while most students layer English atop Urdu without guilt, one in four still hears an inner voice whispering that global accent equals national betrayal.

Teaching methodology surfaced as the weakest link, registering the highest neutrality (20 %) and the slimmest positive margin (46.92 %). Students praised exposure and relevance but damned rote drills, punitive error correction, and monolingual textbooks. This ambivalence explains why even additive-leaning learners sometimes disengage: the classroom they crave interactive, multimedia, confidence-building remains more aspiration than reality. Taken together, the four domains sketch a postgraduate cohort that overwhelmingly practises additive bilingualism yet carries a vocal subtractive minority and a pedagogy ripe for overhaul. Personal and societal tailwinds propel the majority forward; cultural headwinds and outdated instruction brake the rest. The roadmap is clear: reassure the anxious that Pakistani-ness and English fluency can co-thrive, then redesign classrooms to convert neutral drift into active embrace.

Discussion

Punjab University master's students overwhelmingly affirm English as the currency of globalisation, with 58.35 % voicing positive attitudes that echo earlier Pacific and African

cohorts. Like Buschenhofen's (1998) Palauan undergraduates and Kwofie's (2001) Ghanaian scholars, they prize English for its communicative, instrumental, and educational capital (jobs, journals, jet-set futures). Karahan's (2007) Turkish finding that females outshine males in integrative warmth is replicated here: women savour the thrill of sounding cosmopolitan, while men chase the promotion letter. Four engines drive this prestige engine: societal applause (64.62 % positive), personal ambition (71.88 %), cultural pride tempered by caution, and pedagogy that still limps on rote crutches. Students do not merely tolerate English; they flaunt it as a badge of arrival, convinced that bilingual fluency is the new national uniform.

Yet beneath the additive majority lies Lambert's (1990) bilingual fault-line. Most respondents stack English atop Urdu without guilt, adding global wings to Pakistani roots; one in four, however, hears the same language as a cultural solvent. Their 36.92 % subtractive tremor ("English makes me less Pakistani") mirrors Svanes' (1987) immigrant anxiety, but here it is home-grown. Gender again sharpens the lens: males treat English as a ladder, females as a mirror both integrative and instrumental motives converge on the same verdict: English is identity-enhancing, not identity-erasing. The neutral 17 % hover, waiting for classrooms to tip them toward embrace. In short, Punjab University postgraduates are busy forging a hybrid self that speaks Shakespeare in Lahore traffic and cites Iqbal in London seminars. Their confident bilingualism is not assimilation but amplification, proof that globalisation need not flatten heritage when pedagogy and reassurance walk hand in hand.

Conclusion

This investigation confirms that attitude is the silent conductor of English-language mastery at Punjab University's master's level. By distilling sixty postgraduate voices into crisp percentages, the study answers its twin questions with clarity. First: 58.35 % of students greet English with open arms, 24.1 % recoil in cultural defensiveness, and 17 % remain uncommitted. The positive majority is propelled by personal ambition (71.88 %) and societal applause (64.62 %), while the negative minority clings to fears that fluency erodes Pakistani identity. Second: the same 58.35 % practise additive bilingualism, stacking global eloquence atop Urdu roots without loss, whereas 24.1 % stumble into subtractive bilingualism, hearing every English sentence as a subtraction from selfhood. Cultural anxieties and outdated grammar drills feed the subtractive tremor; lively, identity-affirming pedagogy can starve it. Females lean integrative, males instrumental, yet both converge on the same verdict: English is treasure, not threat. Thus, the postgraduate cohort stands at a tipping point. With targeted reassurance that bilingualism amplifies rather than erases heritage, and with classrooms redesigned for relevance and joy, the neutral 17 % can be swept into the additive tide. In the end, Punjab University master's students have voted: English is not a foreign master but a willing ally in crafting a bolder, bilingual Pakistani tomorrow.

Recommendations

1. Broaden the lens: Replicate the study across Pakistan's public and private universities, disaggregating by gender, urban/rural residence, province, and mother tongue to yield nationally generalizable insights.
2. Expand the variables: Include motivation type, self-efficacy, and religious framing, economic anxiety, and digital exposure as predictors to capture the full socio-psychological mosaic.
3. Track change over time: Launch longitudinal panels that follow the same cohort from matriculation to PhD, mapping how attitudes shift with evolving curricula and global connectivity.

4. Mandate credit-bearing proficiency courses: Every master's programme must embed a two-semester English for Academic Purposes module with graded speaking, writing, and peer-review components.
5. Institutionalise co-curricular immersion: Establish English Debate Leagues, Theatre Clubs, and Research Journals that reward fluent participation with certificates and micro-scholarships.
6. Modernise pedagogy: Replace rote drills with task-based, genre-based, and flipped-classroom models; train faculty in CLIL and translanguaging techniques.
7. Amplify positive affect: Launch campus campaigns "Urdu + English = Super-Pakistani" featuring alumni who publish globally yet recite Ghalib flawlessly.
8. Remove structural barriers: Offer evening/weekend classes, subsidised transport, free Wi-Fi zones, and open-access digital libraries to level the playing field.
9. Introduce accredited pathways: Roll out TESOL micro-credentials and Cambridge DELTA modules so students exit not just proficient but certifiably employable.
10. Cultivate identity-safe classrooms: Train teachers to celebrate code-switching, display bilingual posters, and begin each session with a 60-second Urdu-English identity affirmation, proving that fluency and heritage are allies, not adversaries.

Implement these ten levers and the 24 % subtractive minority will shrink, the 17 % neutral will ignite, and Punjab University will graduate a generation that speaks the world's lingua franca without ever forgetting who they are.

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