

# **Navigating Globalization and National Identity: Insights from Malaysia's Dual Language Programme**

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English Medium Instruction (EMI) has become a global educational trend due to globalisation. While EMI is seen as a bridge to the globalised world, its adverse effect on local or national identity has attracted scholarly attention. This tension is also apparent in Malaysia's language policy and planning, between Bahasa Malaysia, the national language, and English. The complex interplay between those languages is evident in a few policy reversals in Malaysia since independence in 1957. The introduction of EMI as a Dual Language Programme (DLP) in 2016 shows that the tension between both languages remains prevalent in Malaysia. Moreover, the government's insistence on EMI through DLP raises the question of how DLP is contextualized at the policy level in relation to globalisation and national identity. To address the question, this study employs a grounded theory analytical method with an inductive approach and analyses seven national educational policies and documents relevant to DLP. This study utilizes Bourdieu's concepts of social, cultural, economic, and linguistic capital as a theoretical framework. The analysis finds that 'English' in DLP is portrayed in policies as producing different forms of capital that potentially contribute to the nation's economic growth, and individual employability and marketability in the global market. Additionally, Bahasa Malaysia strongly reflects socio, linguistic and cultural capital, a language that signifies the national identity. However, this study also reveals that minority languages reflect no capital in Malaysia, highlighting the need for more inclusive language policies and practices. This study concludes with recommendations for future EMI research and practices.

**Keywords:** EMI, Dual Language Programme, globalisation, Malaysia, national identity

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