Malaysia, being a former British colony, has had the English language indelibly woven into its history. The language has been a major factor in the shaping of its national educational policies. Although its role in education has been affected to some extent by the ever changing political sentiments, its linguistic dominance as an international language continues to impact the socio-cultural fabric of Malaysia. Despite its importance, not much studies are been done on the sociocultural identity construction of Malaysian users of English. Lee Su Kim (2001) who studied the impact of English on the identity of Malaysians who are fluent speakers of English found that there were expressions of resentment not only amongst the Malay respondents but also among the non-Malays towards the use of English in certain localized contexts. She also reported feelings of ambivalence among the non-Malay respondents. The qualitative study presented in this paper replicates Lee Su Kim’s study a decade later. While Lee Su Kim’s study was carried out on postgraduate students, the current study is done on Malaysian undergraduates. It investigates the impact of English on the sociocultural identity construction of these young adult Malaysians who are multilingual and use English as a part of their language repertoire. The data were obtained from interviews with 20 local undergraduates from both public and private universities. The respondents come from different linguistic and cultural backgrounds that are reflective of the demographic diversity of Malaysia. From an analysis of the case studies, three main themes have emerged: 1) Awareness of English as social and cultural capital, 2) language hybridity and 3) othering. There appear to be clear acceptance of the value of knowing English among the Malay respondents thereby affirming English as a form of social capital. There are also individuals who may be considered as linguistic hybrids because of three main factors: 1) their linguistic repertoire is different from that of their parents, 2) they do not identity with only one particular culture, and 3) the different languages in their repertoire are used in a variety of situations. As to othering due to the use of English, the study found a distinction between the Malay and non-Malay respondents. The Malay respondents perceived that using English causes them to be ostracised by members of their own community. The non-Malays, on the other hand, feel that it is their low proficiency in their native language that ostracises them from their non-English speaking community members. The paper concludes that the English-speaking identity of the undergraduates do not conflict with their individual ethnic identity. There is both a strong awareness of maintaining one’s own cultural and communal identity while embracing English as their L1 or L2, and also a forging of a hybrid identity. The paper ends by suggesting that since competence in the use of English is basically perceived as a form of cultural capital, a move towards enhancing English use among students within a policy that emphatically promotes multilingualism can be the way to the development of a more inclusive sociocultural identity.