

Hui Students' Identity Construction in Eastern China: A Postcolonial Critique

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Abstract

In this article, we explored Hui students' lived experiences in school in eastern China and the impact of their experiences on their identity construction. We used postcolonial theory as a theoretical framework and narrative inquiry as a research methodology to guide questions that we asked, data collection, data analysis, and interpretation and discussion of the findings in the study. We found that schooling for the two Hui students in eastern China is a process of reproducing mainstream Han ideology; taking away their culture, beliefs, knowledge, and identity; and imposing the mainstream Han culture and knowledge on Hui students as truth. The participants, two Hui students in an elementary school in eastern China, accepted the identity constructed by mainstream Han teachers and were confused about their Hui identity.

Keywords: *Hui students; lived experiences; identity construction; postcolonial critique*