

This dissertation portrays how a history of racialization in the United States influences identity formation of the Asian American characters in Houston's TEA. It also includes an examination of the ways in which Asian Americans are often inaccurately labeled as "foreign" and "other" in relation to white Americans and the ways in which race often functions as an ineffective signifier of group homogeneity.

This study tends to highlight an Asian American voice in American drama who is Velina Hasu Houston, and attempts to show the impact of implementing her play TEA in Third Year LMD literature syllabus at Djilali Liabes University, Sidi Bel Abbes. TEA tells about a community of Japanese women who suffer from social and psychological problems, it shows how Japanese community tries to adapt in a new environment like America. Besides, the present dissertation evaluates the effects of teaching TEA on EFL education. It explores the strategies and approaches that could be adopted in order to exploit American drama in an EFL context effectively and achieve language education and social interpretation.

The first chapter describes the literature teaching situation at the level of university and presents research procedures of the following study, then it gives some insights about literature in general and drama in particular. The second chapter provides a review of literature concerning Asian American theatre and sheds more light on an Asian American play written by a descendent of Asian who lives in the United States: Velina Hasu HOUSTON. It narrows down its focal interest on her play TEA, providing some hints about its themes, symbols and cultural reflections. The third chapter presents the analysis and interpretations of research data obtained throughout the course of research by using three research tools: observation, questionnaires and test, trying to confirm or disconfirm the hypotheses. The fourth chapter is concerned with proposing some suggestions and recommendations about successful methods for teaching literature and drama. Furthermore, it involves a practical study guide for teachers interested in teaching TEA.

Finally, the conclusion points to the relevance of including Asian American drama pioneers in literary education by proposing TEA as an example. As Magister constraints put limits to research goals, the conclusion opens new paths of research related to the main theme of the study.