

ABSTRACT

This qualitative research study examined the effects of using art to stimulate student writing in a Spanish 3 class. The participants were 29 high school students from grades ten through twelve in a large high school in eastern Pennsylvania that contains a mixture of urban, suburban, and rural students. Students listened to Spanish music, watched Spanish dancing, and viewed paintings of various Hispanic painters and then wrote about their experiences. Methods of gathering data included surveys, interviews, student work, observations and field notes, and class discussions. Students were given a pre study writing assignment and then a post study test in order to compare their writing. Student motivation was increased due to the use of art as a stimulus for writing. There was also evidence of increased student engagement, critical thinking skills, and improved grammar in the target language.