INTRODUCTION
The purpose of this project was to identify an effective method to teach and evaluate a college course for English/Spanish translation. Research shows that the semantic differences between two languages make teaching a difficult task. We hypothesized that collaborative teaching methods can be used to improve the learning results and student satisfaction in the advanced Spanish translation class offered at the University of Wisconsin-Eau Claire. In order to answer this question we investigated a number of different teaching methods, and organized the data to discover a common trend. After reaching our conclusion, we established a new lesson plan which has been implemented in the course for spring, 2015. To confirm that our findings were valid, we will do a comparison on data between test scores and overall student satisfaction between previous students and current students taking this course.

BACKGROUND RESEARCH
The University of Wisconsin-Eau Claire offers a course on Spanish Translation for the Health Professions. Medical translation is an important aspect of providing proper medical care. Background research was conducted in order to discover what current articles were saying about teaching a course on Spanish translation. Results show that if not taught correctly, a course on translation could be detrimental to the acquisition of a language. This presented us with the question of which teaching techniques could be used to ensure effective learning and ultimately lead to improved healthcare for the Spanish speaking population.

METHOD
To gather information on this topic we referenced a wide variety of online scholarly articles that discussed the most effective teaching methods for advanced translation courses at the collegiate level. We compiled the information into one single document allowing us to identify a common trend. After much contemplation, we came to a conclusion and were able to implement a new course outline for the spring semester of 2015. Further data was collected throughout the spring semester, in order to assess academic performance and student satisfaction. We compared and contrasted the results from previous students to those who are currently taking the advanced translation course. All data was compiled and referenced for future improvements to the class.

LIMITATIONS
One of the major limitations for this research study was the small sample size available to evaluate. The population is limited to those who have previously been enrolled in an advanced foreign language translation course and those who are currently enrolled in the new course. It is difficult to find significant data from such a small sample size due to the lack of distribution; therefore, the results in this study can not be generalized. A second limitation in this study is the longitudinal effect of this type of research. In order to measure the stability of the results overtime it is necessary to collect information from more than one semester of courses. This research will continue to be evaluated in future semesters in order to ensure that the most effective interventions have been implemented.

RESULTS
The results of our study show that using online collaborative group work was the most effective form of teaching translation. One study indicated that 97.6% of the students recommended using collaborative teaching methods for Spanish translation (Vermes, 2010). 87.5% indicated that it was more motivating, and 71% said that it promoted creativity and participation. After implementing more group work and diary reflections into the curriculum, we saw nearly a ten percent improvement in student test scores. The students also completed the same project as semesters before, and we saw a 5.5% improvement in the scores.

FUTURE RESEARCH
Due to the nature of this study, it is important to continually evaluate the results overtime. In the future we will compare and contrast the data with new classes to emphasize that the translation course is proving effective. It is very early in the game to create a definite conclusion without visiting new research articles and continually assess the performance of the students. For future research it would be interesting to conduct surveys and interviews with other colleges who teach this course. Teaching a subject that is as broad as translation could be addressed with multiple teaching approaches. We could continue to evaluate the information we obtain and improve the quality of the class.

REFERENCES

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