Collaborative language learning has been drawing attention of teachers of English as a Foreign Language (EFL). A number of studies have shown that learners in the collaborative language classroom can be given more opportunities to participate in learning (Olsen & Kagan, 1992; Oxford, 1997). These previous studies have contributed to explicating the concept of collaborative learning and showing its potential in language classroom.

Collaborative learning theory has also been a focus of attention among Japanese teachers of English in recent years. This is partly due to the revision of the course of study for foreign language for lower and upper secondary school (MEXT, 2008 & 2009). The new course of study has proposed that four language skills, reading, writing, listening and speaking, should be combined to form a so-called "integrated activity". Integrated activities represent authentic language use and encourage students to express their opinions with their peers.

The present study explores a two-fold research question. The first question is to reveal the effectiveness of the integrated activities, with a special focus on the retelling process in the case of reading-speaking integration. In the retelling process, learners use multiple language skills; reading and speaking and attempt to negotiate the meanings with each other through collaborative interaction.

The second part of the question is to inquire whether L1 use in L2 classroom is an effective instructional tool or not. The new course of study for upper secondary school (MEXT, 2009) states that teachers and students should use only L2 in the classroom. It has made the use of L1 an unfavorable choice of the language of instruction. The present study suggests that using L1 in L2 classroom can be an effective mode of communication and learning in collaborative discourse.

Chapter 1 discusses the current social and educational background of the Japanese secondary schools based on the new course of study for lower and upper secondary school by MEXT (2008, 2009). MEXT has proposed an important revision regarding the approaches and methods to cultivate students' abilities to communicate in English. With a strong emphasis on integration of language skills in language activity design, teachers are required to devise different learning styles. Instead of memorization and translation, or simple recitation of model dialogue, the students are now required to think and express in their mutual L2 use. It is worth researching the significance of the retelling process in a peer reading activity.

Chapter 2 presents an overview of the theoretical background of the present study and introduces three key theoretical terms; collaborative language learning, retelling, and code-switching. How do learners construct their knowledge collaboratively? Oxford (1997) states that learning occurs while people participate in the socio-cultural activities of their learning community, transforming their understanding and responsibilities as they participate. Tateoka (2005) advocates that peer learning activity enables learners to participate in learning mutually and achieve something creative together. Regarding
code-switching, Auerbach (1993) claims that L1 use in L2 classroom enables learners to reduce anxiety and enhances the affective environment for learning. Learners who have lower proficiency especially need to negotiate their opinions and their L2 proficiency, in which L1 has a role to play.

Chapter 3 describes the design of the study and the method of data collection and analysis. The data was collected from eight university students. A seven-stage reading activity including the retelling process was designed based on Jigsaw; a learning strategy promoted by Aronson et al (1978). The participants completed the seven-step activity in which learners need to retell their peer on what they read. In this peer reading activity, learners are naturally required to explicate their interpretation and deepen their understanding. One of the reading materials was taken from one of the textbooks for upper secondary school, Mainstream, and the other from the online newspaper, Japan times. Three types of data were collected; audio recording and video recording of the whole activities and reflection of activity written by each participants.

Chapter 4 outlines the results and analyzes the data of retelling process in the peer reading activity. The analysis of the data was conducted on the two-fold research question. Two sets of data were employed as the main source of interpretation; transcribed episodes of the activities in each group and the reflective reports of each participants were analyzed. In case a further observation and clarification of episodes was needed, the video recordings were used for analysis. The findings revealed that learners in peer reading activity reflected their own reading process while they negotiated the meanings with their peers. Another finding supported the L1 use in L2 classroom. Learners not only compensated for their L2 proficiency by using L1 but also spontaneously co-constructed the meaning in novel discourse by using L1. Those results demonstrate that learners, with their limited L2 proficiency, can use both L1 and L2 creatively and beneficially to build their L2 knowledge.

In chapter 5, the findings in this research are summarized and the significance of peer reading activities for learners was discussed. Peer reading activity based on the collaborative learning theory brings students the opportunities to read with genuine communicative purposes, and encourages learners to concentrate on the passage than a traditional individual reading activity does. The data from the transcripts revealed a number of L1 use when they participated in peer reading activity. It seemed reasonable to suppose that learners use L1 for negotiating the gap between their opinions and L2 proficiency.

Finally, chapter 6 was concluded by the possible implication and limitation in this study. During the peer learning activity, learners used L1 to compensate for their L2 proficiency. These code-switching moves by the learners provide opportunities of mutual understanding for the reading materials with peers. The peer reading activity encourages learners to relate the author's intentions with their experience and reaccentuate and appropriate the reading materials. Learners concentrated on reading more than they would do in individual reading because they had a genuine communicative purpose that they have to retell the passage to peers. The effectiveness of using integrated activity is to give learners the opportunity to engage in authentic communication in classroom.