**Abstract**

This action research explored the application of the pedagogical strategies of role-playing and cooperative learning in the enhancement of students' Chinese learning efficiency and social skills. The researcher implemented and revised strategies in a Chinese class with 35 F.2 students. Using group discussion of the cooperative learning, students wrote plays based on central themes of lessons, acted, rehearsed, and at the end shared their role-playing experience through discussion to enhance learning efficacy. The data were collected and analyzed through classroom observation, teachers' teaching journals, students' diary, questionnaires and other related documents. After four months of the action research processes, following results were found:

1. Enhancement of students' learning efficacy: The results of the study showed that role-playing and cooperative learning does enhance students' Chinese learning efficiency.
2. Enhancement of students' social skills in cooperative learning: As for students, the cooperative learning environment gave them more chances to practice Chinese and better guidance from their teacher. Not only was their academic achievement enhanced, social skills and learning attitude were also improved.
3. Improvement of the teacher-student interaction: During the process not only was the teacher-student interaction improved, teachers also found it easier to monitor students' progress, to make suggestions and to clarify students' misconceptions.
4. Students' attitude toward implementation efficacy: The majority of research subjects supported the uses of role-playing and cooperative learning to improve Chinese learning while only a few disapproved.

Finally, the researcher has offered some discussions and suggestions for those who are interested in applying role-playing and cooperative learning to improve their

teaching in the classroom.