**The Comparative Effects of Output-based Activities and Enhanced Input on Learning of English Past Perfect Tense: A Closer Look at Output Hypothesis**

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**Abstract**

comprehensible input is regarded as an essential element in second language (L2) learning; however, input alone has been shown to be insufficient. This study aimed to compare the effect of input and output follow-up activities on learning of the English past perfect tense. Sixty Iranian English as a foreign language (EFL) learners of pre-intermediate level participated in this quasi-experimental study. After the pretest given to both groups, the targeted structures were presented to the L2 learners inductively. Then participants of one group were exposed to a flood of enhanced input (i.e., textually and aurally enhanced) related to the targeted structures and the ones in the second group experienced output production activities (i.e., dictogloss and picture-cued description). A post-test was given to both groups after the treatment. The results of ANCOVA test revealed a significant difference between the two groups with output group outperforming input group in the learning of past perfect tense. Although the enhanced input group showed some learning gains on the targeted structure, they need to be provided with the opportunity to produce their own L2 to develop more grammatical accuracy. The results of this study are considered to be useful in teaching grammatical forms for language teachers and syllabus designers especially in EFL contexts.

***Keywords:*** *input enhancement; output production; teaching grammatical structures; dictogloss activity; picture-cued description; input flood; noticing; hypothesis-testing; noticing hypothesis; English past perfect tense; grammatical forms*