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Magíster en Pedagogía del Inglés como Lengua Extranjera

**Effects of Input-based Processing Instruction and Output-based Traditional
Instruction on Past Tense by Ecuadorian Learners**

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Quito, Diciembre 2022

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MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA
EXTRANJERA**

**THE EFFECTS OF INPUT PROCESSING AND OUTPUT TRADITIONAL
INSTRUCTION ON PAST TENSE BY ECUADORIAN LEARNERS**

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ABSTRACT

This paper investigates the effects of input-based processing instruction and output-based traditional instruction on Past tense by EFL Ecuadorian learners. The aim of this study is to compare the application of both instructions and their effects. This was a quasi-experimental study which had twenty participants who were non-randomly selected taking a course about the Past Tense in a language institute in Quito- Ecuador. The participants were randomly assigned into input-based processing instruction group (IPI) and output-based traditional group (OTI). A pre-test and a post-test were administered to the two groups with a survey at the end of the course. The results showed that both instructions had positive effects on acquiring the Past tense. However, the input-based processing instruction group performed significantly better than the output-based traditional instruction group. The findings provided convincing evidence for applying input-based processing instruction when acquiring a specific tense in a second language.

Keywords: Input-based processing instruction, output-based processing instruction, past tense, EFL Ecuadorian learners

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RESUMEN

El presente artículo investiga los efectos de la instrucción de proceso basada en input y la instrucción tradicional basada en output sobre el tiempo pasado en estudiantes ecuatorianos de EFL. El propósito de este estudio es comparar la aplicación de ambas instrucciones y sus efectos. Este fue un estudio cuasiexperimental el cual contó con veinte participantes quienes no fueron escogidos de manera aleatoria para tomar un curso cuyo enfoque era el tiempo pasado en un instituto de idiomas en Quito-Ecuador. Se asignó aleatoriamente a los participantes a un grupo de instrucción basada en input (IPI) y a un grupo de instrucción tradicional basada en output (OPI). Ambos grupos rindieron un examen previo y posterior junto a una encuesta al final del curso. Los resultados mostraron que ambas instrucciones tuvieron efectos positivos al aprender el tiempo pasado. Sin embargo, el grupo de instrucción de proceso basada en input obtuvo un mejor desenvolvimiento que el grupo de instrucción tradicional basada en output. Los resultados proveen evidencia para aplicar la instrucción basada en input al momento de aprender una estructura específica de un segundo idioma.

Palabras claves: Instrucción de proceso basada en input, instrucción tradicional basada en output, tiempo pasado, estudiantes ecuatorianos de EFL

INTRODUCTION

For many decades, researchers have developed different studies to acquire a foreign language in the best way possible. Several traditional methods such as the translation method, the direct method and the output-based method have been applied worldwide (León, 2013). English classes full of native language use, constant repetition with memorization and lack of communicative skills have been a constant practice in certain contexts in Ecuador (León, 2013). This type of instruction has been questioned since it forces learners to produce before internalizing the learned structure (Wong & VanPattern, 2003). Therefore, the need to explore more possibilities to acquire the language in a natural and effective way became evident.

Experts known as VanPatten and Krashen have explored the theory of Processing Instruction through comprehensible Input. Processing instruction is known as the way to teach the form of a language based on input-processing strategies (VanPatten & Cadierno, 1993). In addition, Processing Instruction involves form and meaning to input-based activities (Marsden, 2006). Few studies about Processing Instruction, done in countries such as Japan and Brazil, have been done here in Ecuador. Most of them have been a creation of a guide of Input activities and examples of Input activities. Therefore, this article is the first academic paper to be written about processing instruction applied with a group of students in Ecuador. Traditional instruction based on output has been very applied very often in classes in Ecuador and around the world. Comparing the efficiency of IPI and OPT groups on acquiring a specific structure in EFL classes becomes the scope of SLA to apply different effective approaches in real contexts inside the classroom based on reliable data.

THEORETICAL FRAMEWORK

Second language acquisition SLA

Saville (2012) explains that SLA is the study of people who are in the process of acquiring a second language. This process involves sociolinguistic and psycholinguistic aspects (Saville, 2012). The role of grammar in SLA has been considered as the main aspect of acquiring a second language together with the increase of communicative approaches (Saraceni, 2008). Moreover, Krashen (1995) has established five hypotheses based on the natural approach which focused on acquiring the language to communicate in a variety of situations. The five main hypotheses: the acquisition-learning hypothesis, the monitor hypothesis, the input hypotheses, the affective filter hypothesis and the natural order hypothesis (Krashen, 1995; Cook, 2006). All of these hypotheses have been researched and applied in different countries in order to discover the most effective method to learn a second language.

Stages to acquire a second language

According to Krashen, the stages to acquire a language are imitation, limited production, beginning, partial fluency and proficiency (Haynes, 2007). These different stages analyze how the learner is acquiring the second language. In addition, Krashen (1995) established that motivation and external factors have an important impact in order to learn a second language. Moreover, for many decades, researchers have developed different studies to acquire a foreign language in a successful manner to be able to communicate in real life situations. Several traditional methods such as the translation method, the direct method and the output-based method have been applied worldwide and in Ecuador as well (León, 2013). Also, researchers have established that the tendency of having output as soon as possible after a learned structure has taken

place in classes. This type of instruction has been questioned since it forces students to produce before internalizing the learned structure (Wong & VanPattern, 2003). Therefore, the need to explore more practices to acquire the language in a natural and effective way became evident.

Input hypothesis

Second language acquisition from Krashen's perspective, establishing abundant comprehensible input is necessary and to acquire a second language (Krashen, 1985). The hypothesis about Input Processing Instruction is based on language acquisition nature where input is the base (Marsden, 2016). Input – based Processing Instruction has been considered as an alternative method to teach specific structures of the language (Celik, 2006). Learners receive the input about a specific structure, internalize this structure connecting the input with meaning and form (Saville, 2012).

Input-based Processing Instruction

Experts known as VanPatten and Krashen have explored the theory of Processing Instruction through comprehensible Input. Processing instruction is known as the way to teach the form of a language based on input-processing strategies (VanPatten & Cadierno, 1993). In addition, Processing Instruction involves form and meaning to input-based activities (Marsden, 2006). Moreover, Processing instruction helps learners to process input by making connections between meaning and form without forcing learners to produce or complete mechanical exercises as soon as they learn a structure (White, DeMil & Rice, 2015).

Input-based processing instruction goal is to build effective connections between form and meaning to transform input into intake having two principles which are focused on meaning before students process form and noun or pronouns to embrace the sentence

(Wijaya & Djasmeini, 2017). Moreover, studies about processing instruction have established that this instruction allows students to process the meaning before producing examples. Students internalize the form and meaning with input-based activities (Wong & VanPattern, 2003).

Characteristics of Input-based activities

Krashen (1985) established that the most important aspect that learners must receive is comprehensible input. In order to design an activity based on input, Lee & VanPatten (2003) identifies that activities should focus on one structure, maintain meaning in context, connect discourse with oral and written input and make the student develop a situation. In addition, Lee & VanPattern (2003) specify input-based activities based on communication – real contexts such as the following:

Binary options: True or false, agree or disagree

Matching: Columns

Supplying information: places, names or dates but no the studied structure

Selecting alternatives: multiple choices

Ordering: Prediction

Surveys: Ranking 1-5 based on real contexts.

Output hypothesis

Swain (2005) explains that the output hypothesis focused on producing after acquiring a structure as the process of second language acquisition. For instance, this output hypothesis is related to projected meaning. A learner is forced to produce in order to develop connections between the semantic and syntactic processing in order to avoid acquisition gaps (Pannel et al., 2017).

Output-based Traditional Instruction

Traditional instruction focuses on explanation and then outcome practices promoting mechanical practices (VanPattern, 2000). Out-based traditional instruction is characterized by providing students with the grammar explanation followed by out-based activities (Wijaya & Djasmeini, 2017). Based on their criteria, there is not enough time to process what students have just learned. Moreover, acquisition is based on input and traditional instruction does not provide students with opportunities to work with input before being asked to produce (White, DeMil & Rice, 2015). Therefore, Wong & VanPattern (2003) determined that out-based traditional instruction was not the best way to acquire a second language.

Characteristics of output-based activities

Lee & VanPattern (2003) describe that output-based activities have as a base mechanical structures that make students complete exercises without analyzing and using critical thinking. Pannel et al (2017) establish that most output-based activities are oral and written. Learners complete the activities with a specific structure and pattern following a specific rule. In addition, Wong & VanPattern (2003) analyze that students won't know how to use the structure in real life situations if they do an exercise applying memory. Therefore, Lee & VanPattern (2003) identify output-based activities as the following:

Target structures: linguistic names

Vocabulary: Include pictures and names

Isolated exercises: No application in real life contexts

Repetitive phrases: memory without critical thinking

Translation: Constantly use of the first language

Mechanical exercises: repetition

Studies about input-based processing instruction and output-based processing instruction

To develop a study to compare two types of instructions, studies have adopted the design quasi-experimental where two groups are selected, one for input-based processing instruction and the other group for out-based traditional instruction. For these studies, a pre-test and a post-test were administered as a comparison strategy. For most of them, the interventions lasted at least one month. In order to analyze if Processing Instruction based on comprehensible Input works to acquire a language, studies have been done to compare traditional methods versus processing instruction.

In some cases, processing instructions have shown positive results in order to acquire a language. This is the case of the study “The Effects of Processing Instruction and Traditional Instruction on Iranian EFL Learners’ Writing Ability” by Hossein Hashemnezhad and Sanaz Khalili Zangalani in 2012, whose results showed that the processing instruction group performed better than the group with traditional instruction. Nevertheless, there have been few studies that have established that the type of instruction has not affected students' performance. This was the case of the research done by Ilkay Celik-Yazicci about “A study of the effects of processing instruction on the development of English wh-questions used by Turkish EFL Learners”.

METHODOLOGY

Research design

The following study is similar to several studies which applied Processing Instruction and Traditional instruction in Brazil, Japan, Turkey and Iran but not in Ecuador. This study is the first one developed in Ecuador. Therefore, based on those studies, this study

will be quasi-experimental and will measure outcomes about the two types of instruction: Input-based processing instruction and Out-put based traditional instruction. Moreover, this research will give Ecuadorian English teachers a perspective about how input-based processing instruction can be applied in class. In this case, the English past tense was taught using this approach. As human beings, we get accustomed and this can be taught as our traditional methods. English teachers can go to workshops and learn about new methods, but it is a different case to apply the new method in class (León, 2013). In order to apply a new method, research has to be done based on the teacher's reality. We will have the opportunity to apply this theory in class and analyze its impact in language acquisition. Besides, this could be a motivation for more countries in Latin America to research this method; conducting an experimental study based on their reality since only Brazil has done a similar study in Latin America.

This article will contribute to reflect Input-based Processing Instruction in the English language teaching field. In addition, this article will show second language acquisition from Krashen's perspective, establishing abundant comprehensible input is necessary to acquire a second language (Krashen, 1985). Therefore, this theory needs to be applied in English classes to see how it works in a real context. It is important to mention that some studies have established that Out-based Traditional Instruction should be compared with Processing Instruction to analyze their effects to acquire a structure in English. Education does not stop nor the teaching methods, the world is in constant change and human beings' skills to acquire a language may vary to do motivation (León, 2013).

Participants

The participants of this study took English level A2 in a language institute in Quito – Ecuador. Two A2 groups were controlled. Each group had 20 students. Each group was randomly selected as IPI and OTI. Their native language was Spanish and had studied English during previous years. Authorities provided the authorization to carry out this study with both groups. Students were informed about this study and agreed to be a part of this study. A pre-test was administered to the two groups. During one month, students had their English class for three hours a week where input-based processing instruction activities were applied for one group and out-based traditional instruction activities were applied for the other group. After the classes, a post-test was administered to the two groups. Furthermore, a survey was sent to both groups in order to get data about both methods' impact regarding motivation towards the language. The base for the data analysis was contrastive. This study has statistical and interpretation charts.

Materials

Materials IPI Group

The materials used in the IPI group were based on the Input-based Processing Instruction principles. Lee & VanPattern (2003) specify input-based activities based on communication – real contexts such as the following:

Ordering: Prediction

Activity 1: Students had to match and order sentences with pictures about activities that some people did the day before.

Binary options: True or false, agree or disagree

Activity 2: Students had to read a real life story and choose true or false based on real facts of the story.

Supplying information: places, names or dates but no the studied structure

Activity 3: Students had to supply information with past time indicators.

Activity 5: Students had to supply information with names of places, food, activities and vocabulary related to vacations and time.

Matching: Columns

Activity 4: Students had to read two columns and match according to each situation.

Selecting alternatives: multiple choices

Activity 6: Students read a real life story about a terrible time. After this, they had to choose the correct answer according to the story.

Surveys: Ranking 1-5 based on real contexts.

Activity 7: Students had to rank 1-5 situations in the best order according to the sequence of a real life situation.

Material OTI Group

The materials used in the OTI Group were based on the Output-based Traditional Instruction principles. Lee & VanPattern (2003) identify output-based activities as the following:

Vocabulary: Include pictures and names

Activity 1: Students had to write sentences with the pictures and names. After that, they matched the sentences with the pictures.

Activity 7: Students had to write sentences with the pictures and names of verbs in the past tense.

Repetitive phrases: memory without critical thinking

Activity 2: Students had a chart and they needed to write besides each verb its past tense form.

Target structures: linguistic names

Activity 3: Students had to complete sentences with “was” or “were” according to each pronoun.

Isolated exercises: No application in real life contexts

Activity 4: Students had to complete the sentences with the verbs in past tense and match with the continuation of the sentences which was located in a column with several options.

Mechanical exercises: repetition

Activity 5: Students had to complete a paragraph with verbs in the past tense.

Translation: Constantly use of the first language

Activity 6: Students had verbs in the infinitive form, they had to translate the meaning into Spanish and write the past tense of each verb.

Instruments of Evaluation

The instruments applied in this study were a pre-test, a post-test and a survey.

- 1. Pre-test and Post-test:** The pre-test was developed based on the communicative approach with the application on real life situations. The test had three parts:

Listening: Students watched a video about three people Nan, Charles and Amal. At the beginning of the video, the name of the person was shown

written and students would see questions as the following: “Nan, what did you do last weekend?” Then, the person answered the question. Students had to listen to the video two times and then answer the multiple choice questions about the video.

Reading: Students had to read a text about, “I had a terrible day yesterday.” It was about a girl named Mary who wrote a story about her terrible day. Students read the text two times and answered the multiple choice questions about the video.

Writing, grammar and vocabulary: Students had an image with the questions: “What did you do yesterday?” Students had to write the activities that they did the day before.

It is important to mention that the pre-test was the same as the post-test. When students took the post-test, a statistical analysis of comparison was implemented. The pre and post-test is over 10 points, following the grade scale applied by the institute.

2. Survey: After the post-test, students took a survey about motivation. This survey indicated the title of this study and had a paragraph of authorization to use the data in an anonymous way. It is important to mention that the survey was written in Spanish and has a scale from 0 I don't agree to 5 Totally agree. Students will answer questions such as the following:

- Durante las clases, pudo poner en práctica lo aprendido en situaciones de contexto de la vida diaria.
- Con el método empleado durante las clases, entendió la estructura del Pasado y cómo aplicarla.

- Las actividades realizadas durante las clases le permitió desarrollar destrezas comunicativas.
- Tomaría más clases similares en el futuro.
- Se siente motivado para seguir practicando inglés.
- Se siente listo para usar la estructura aprendida en situaciones reales.
- Recomendaciones hacia el curso

English translation of the questions

- During the classes, you were able to put into practice what you had learned in context situations of daily life.
- With the method used during the classes, you understood the structure of the Past and how to apply it.
- The activities carried out during the classes allowed you to develop communication skills.
- You would you like to take more similar classes in the future
- You feel motivated to continue practicing English.
- Do you feel ready to use the structure learned in real situations?
- Recommendations towards the course

Procedure

Application of the pre-test

The institute assigned me two groups of A2 students and authorized me to teach for a month the past tense since this tense is part of the curriculum at that level. Therefore, both groups of the first class received information about the study and agreed to be part of this study. IPI group took classes in the morning and OPI group took classes at night.

Both groups did the pre-test the first day and were informed that they would take the same test at the end of the month. Both classes started on June 20, 2022.

Classes with IPI Group

At the beginning of each class, the instructor made a warm up to remember the content learned the day before. The classes were developed based on Input-based Processing Instruction. Only after establishing in an effective way input which involves the relation between form and meaning, students would do the activity to apply the structure.

Classes with OPI Group

At the beginning of each class, the instructor made a warm up to remember the content learned the day before. The classes were developed based on Output-based Processing Instruction. After explaining a structure, students were requested to give examples and apply the learned structure. In addition, Spanish was applied in this class in order to explain the meaning of the verbs as well as linguistic terms.

Analyzing Quantitative Data –Pre and Post Tests

On July 20th, students took the post-test and took the survey about motivation. After this, SPSS will be applied. The measures of the central tendency were based on mode, media, mean and outliers. For instance, measures of dispersion were applied in order to analyze the constant behavior of both groups. The parametric statistics would determine if the means of two groups are different from one another.

Analyzing Qualitative Data - Survey

Since students took a survey about motivation based on both instructions, it was necessary to apply the interrater reliability to determine the percentage of motivation regarding each instruction. A report on coding was established.

RESULTS

The results were compared and contrasted the pre-test and post-test of both groups IPI and OTI divided into the skills listening 30%, reading 40% and writing, grammar and vocabulary 30% having a total of 100%.

Listening results

As seen in Table 1, the mean for the IPI group pre-test was 20.5% with a standard deviation of 8.9%, minimum 0% and maximum 30%. The mean for OTI group pre-test was 21.5% with a standard deviation of 8.1%, minimum 10% and maximum 30%. The difference between both pre-test means was 1% in the OTI group. Both groups had the maximum of 30% and the IPI group had the minimum 0% indicating that for some students the Past tense was a new topic or that they forgot this tense because of the lack of practice. The OTI group had a minimum of 10% indicating that most students studied this tense before or had an idea about it.

Concerning the post test, the mean for IPI group was 27.5% with a standard deviation of 6.5% minimum 10% and maximum 30%. The mean for OTI group was 25.5% with a standard deviation of 6% minimum 10% and maximum 30%. Likewise, the minimum and maximum were similar. However, the IPI group improved 2% more than the OTI group reaching 27.5% over 30%.

Table 1

Listening data: Means and standard deviation for the two groups

	IPI				OTI			
	M	SD	Minimum	Maximum	M	SD	Minimum	Maximum
Pre-test	20.5%	8.9%	0%	30%	21.5%	8.1%	10%	30%
Post-test	27.5%	6.5%	10%	30%	25.5%	6%	10%	30%

Reading results

As seen in Table 2, the mean for the IPI group pre-test was 23% with a standard deviation of 6.6%, minimum 10% and maximum 30%. The mean for OTI group pre-test was 24% with a standard deviation of 8.8%, minimum 0% and maximum 30%. The difference between both pre-test means was 1% in the ITI group. Both groups had the maximum of 30% and the ITI group had the minimum 0% indicating that for some students the Past tense was a new topic or that they forgot this tense because of the lack of practice. The OPI group had a minimum of 10% indicating that some students studied this tense before and identified the tense in this part.

Regarding the post test, the mean for IPI group was 35% with a standard deviation of 8.3% minimum 20% and maximum 40%. The mean for OTI group was 33% with a standard deviation of 10.8% minimum 10% and maximum 40%. Likewise, the maximum was similar in both groups. Nevertheless, the IPI group improved 2% more than the OTI group reaching 35% over 40%.

Table 2

Reading data: Means and standard deviation for the two groups

	IPI				OTI			
	M	SD	Minimum	Maximum	M	SD	Minimum	Maximum
Pre-test	23%	6.6%	10%	30%	24%	8.8%	0%	30%
Post-test	35%	8.3%	20%	40%	33%	10.8%	10%	40%

Writing, grammar and vocabulary results

As seen in Table 3, the mean for the IPI group pre-test was 10.8% with a standard deviation of 9.1%, minimum 0% and maximum 30%. The mean for OTI group pre-test was 11.3% with a standard deviation of 11.9%, minimum 0% and maximum 30%. The difference between both pre-test means was 0.5% in the OTI group. Both groups had the maximum of 30% and minimum 0% and the OTI group had the minimum 0% indicating that for some students the Past tense was a new topic or that they forgot this tense because of the lack of practice.

With reference to the post-test, the mean for IPI group was 21.5% with a standard deviation of 9% minimum 0% and maximum 40%. The mean for OTI group post-test was 18.8% with a standard deviation of 11.9% minimum 0% and maximum 30%. Likewise, the minimum and the maximum were similar in both groups. However, the IPI group improved 2.7% more than the OTI group reaching 21.5% over 30%.

Table 3

Writing, grammar and vocabulary data: Means and standard deviation for the two groups

	IPI				OTI			
	M	SD	Minimum	Maximum	M	SD	Minimum	Maximum
Pre-test	10.8%	9.1%	0%	30%	11.3%	11.9%	0%	30%
Post-test	21.5%	9%	0%	30%	18.8%	11.9%	0%	30%

Complete results combining the skills

In the previous tables, an analysis of the pre-test and post-test of both groups based on skills were conducted. In the following table 4, an analysis of the combined skills was developed. The mean of the IPI group pre-test was 54.3% with a standard deviation of 17% with a minimum of 20% and a maximum of 85%. Moreover, the mean of the OTI group pre-test was 56.8% with a standard deviation of 24% minimum 10% and maximum 90%. Both groups minimum and maximum scores were relatively close. The difference between both pre-test groups was 2.5% in the OTI group.

Concerning the post-test, the mean for IPI group was 84% with a standard deviation of 17% minimum 20% and maximum 85%. Besides, the mean for OTI group was 77.3% with a standard deviation of 25.3% minimum 20% and maximum 100%. The maximum score for both groups was the same. Nevertheless, the maximum for minimum for the IPI group was 30% higher than the OTI group. Contrasting both post-tests' scores, the IPI group improved 6.7% more than the OTI group.

Table 4

Combined skills data: Means and standard deviation for the two groups

	IPI				OTI			
	M	SD	Minimum	Maximum	M	SD	Minimum	Maximum
Pre-test	54.3%	17%	20%	85%	56.8%	24%	10%	90%
Post-test	84%	16.8%	50%	100%	77.3%	25.3%	20%	100%

Motivation survey results

This article considered important to analyze students' perspectives of both groups towards the instructions applied. At the end of the month, a survey was applied to both groups. The questions were about motivation during the course based on practice of the structure in real life situations, application of the learned structures in real contexts, communicative skills developed during the class, motivation to take similar classes and to continuing practicing English. Furthermore, as seen in Table 5, the percentage for the IPI group was 60.7% strongly agree while the OTI group was 79.5% strongly agree. The OTI group pointed out that they felt more confident with the applied method, although their Post-test scores were lower than the IPI group.

In addition, the percentage for the IPI group was 27.4% agree and the OTI group was 19.6%. The IPI group recognized that usually Input-based Processing Instruction motivated them to practice English in real contexts. However, the OTI group were more confident with Traditional Instruction. Concerning the neutral aspect, IPI group was 11.7% and the OTI group 5.9%. Neither of both groups had percentages in disagree nor strongly disagree.

Table 5

Survey about motivation toward the application of IPI and OTI instruction

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
IPI Group	0%	0%	11.7%	27.4%	60.7%
OTI Group	0%	0%	5.9%	19.6%	79.4%

DISCUSSION

The following study looked at the effects of Input Processing and Output Traditional instruction on Past tense by Ecuadorian learners and how these two instructions would result in different effects. A pre-test and post-test were administered based on the skills listening, reading, writing-grammar and vocabulary. The purpose of the pre-test was to check students understanding of the past tense before the instructions. The purpose of the post-test was to measure student's progress regarding the past test after the application of Input-based processing instruction and out-put based traditional instruction.

This study confirmed what VanPattern (1993) establishing the relevance of input during the language acquisition process. Furthermore, this study indicated the positive implications of Input-based Processing Instructions when it is applying during a certain period of time to acquire a structure of a second language. These results were also identified in the study done by Hashemnezhad & Khalili when these researchers applied PI on Iranian EFL learners' writing ability. Moreover, OTI group showed positive results in the but the IPI were higher than the OTI group.

Considering motivation, the results demonstrated that the OTI group felt more confident with the OTI instruction applied during classes. Output-based traditional instruction establishes that students should practice as soon as they learn the structure (Keating & Farley, 2008). Students know this instruction for years and it becomes evident that they feel this is the right way to acquire a language.

The IPI group regarding the survey indicated that they would prefer to produce the language after learning, indicating a preference for output based traditional instruction since they have received this instruction for many years. Therefore, a change in

instruction is not always going to be easy to be accepted. Nevertheless, this study demonstrated that Input-based Processing Instruction had a positive impact when acquiring a structure in a second language since the post-test results of the IPI group were better than the OTI group post-test.

CONCLUSIONS

The results of the present study demonstrated the effects of IPI and OTI on learners' ability to use the past tense. These findings demonstrated that the effects of IPI were more evident than the OTI effects. The impact of these results might influence the curriculum and how teachers provide their classes daily. IPI showed how important it is to apply this instruction when students are acquiring a specific structure in English. The IPI activities implemented in this study can be considered as a model for teachers when they design the activities that they will carry out. Moreover, the IPI group was able to acquire the past tense in a more effective way than the OTI group. Therefore, this study demonstrated the role of Input when acquiring a structure in L2. However, the implications of a different instruction influence students' motivation. As it was evidenced in this study, students at the beginning wanted to produce the structure as soon as they learned but the IPI group experienced Input and they demonstrated with the Post-test scores how effective it is to have Input first and produce the structure later. Consequently, it is important that IPI is applied in the curriculum in a gradual way in order to address students' motivation.

Concerning future research, the participants' English level of this study was A2. This type of study should be developed with students whose level are B1 or B2 choosing a specific structure such as conditionals, present perfect or passive voice. In Iran, several studies about Input-based Processing Instructions have been expanded on different

structures and levels. As this type of study is the first one in Ecuador, more fields comparing IPI and OPI with courses with at least 20 students should be conducted in order to contribute to the development of English as a Second Language in Ecuador. Having more studies as this one would allow teachers to implement IPI in their classes to check students' performance and to analyze if the other studies would have the same results as this study.

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APPENDIX

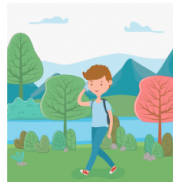
Appendix A

Input-based Processing Instruction

Activity a

Match the sentences with the pictures.

1. Yesterday he cooked.
2. Last weekend, he watched tv.
3. Yesterday she needed to call her friend.
4. Last weekend she wanted to buy vegetables.
5. Yesterday it rained.
6. Last weekend they played soccer.
7. Last weekend, she danced.
8. Yesterday, he walked in the park.



Activity b

Choose true or false based on this reading.

Last weekend was crazy. I combed my hair and then I cooked. I wanted to cook something special like butter chicken. After that, I finished my project. I called my friend. She cried because a spider frightened her. I helped her. After the call, I dropped my cell phone and closed the door because I didn't want a spider to enter to my room. My mom told me that spiders are just small insects but for my friend and I spiders are monsters.

Last weekend wasn't crazy.	TRUE	FALSE
I wanted to cook something special.	TRUE	FALSE
I finished the test.	TRUE	FALSE
I called my mom.	TRUE	FALSE
Her friend cried because a spider frightened her.	TRUE	FALSE
I dropped my laptop.	TRUE	FALSE
I didn't close the door.	TRUE	FALSE
I didn't want a spider to enter to my room.	TRUE	FALSE

Activity c

Match the columns based on the activities that he did last holiday:

Last holiday he went to
Last holiday he had
Last holiday he dropped
Last holiday he got up at
Last holiday he visited
Last holiday he cleaned
Last holiday he called
Last holiday he wrote

11:00am. He rested a lot.
his phone.
Ambato to visit his friends.
milk and cereal for breakfast.
his car because it was so dirty.
a song for his mother.
Tonsupa.
his best friend.

Activity d

Complete the following paragraph:

Two weeks ago I sent a _____ to my friend Ana saying thank you. I could _____ to Tonsupa with her. We ate delicious _____. I enjoyed _____ on the beach. We got up at _____ because we were tired. For breakfast, we had _____. I loved seafood. I was sad because I dropped my phone on the _____. The rest of the day, we went to visit _____ because he moved to Tonsupa a year ago.

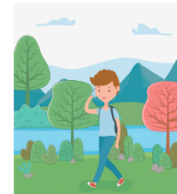
Appendix B

Output-based Traditional Instruction

Activity a

Choose a picture and complete the sentences.

- Yesterday, _____
- Last weekend, _____
- Yesterday, _____
- Last weekend, _____
- Yesterday, _____
- Last weekend, _____



Activity b

Read the following story and answer the questions:

Last weekend was crazy. I combed my hair and then I cooked. I wanted to cook something special like butter chicken. After that, I finished my project. I called my friend. She cried because a spider frightened her. I helped her. After the call, I dropped my cell phone and closed the door because I didn't want a spider to enter to my room. My mom told me that spiders are just small insects but for my friend and I spiders are monsters.

How was the weekend?

What did she want to cook?

What did she do after finishing his project?

What did her friend cry?

Why did she close her door?

Why did her mom told her?

Activity c

Write the past tense of these verbs:

Verb	Past tense
talk (hablar)	
want (querer)	
take (coger)	
tell (decir)	
enjoy (disfrutar)	
send (enviar)	

Verb	Past tense
eat (comer)	
can (poder)	
drop (tirar)	
have (tener)	
go (ir)	
get up (levantarse)	

Activity d

Complete the following paragraph with the missing verbs:

Two weeks ago I _____ a message to my friend Ana saying thank you. I _____ go to Tonsupa with her. We _____ delicious seafood. I _____ swimming. We _____ at 10:00 because we were tired. For breakfast, we _____ milk and cereal. I _____ cereal. I _____ sad because I _____ my phone on the beach. The rest of the day, we _____ to visit our best friend because he _____ to Tonsupa a year ago.