# Appendix

# The Merits of Mobile Instant Messaging for EFL Learners: Learning Engagement, Achievement, and Authentic Relationships

## David Imamyartha, Universitas Jember, Jember, East Java, Indonesia & Universitas Negeri Malang, Malang, East Java, Indonesia

## Utami Widiati, Universitas Negeri Malang, Malang, East Java, Indonesia

## M. Zaini Miftah, Universitas Negeri Malang, Malang, East Java, Indonesia & Institut Agama Islam Negeri Palangka Raya, Central Kalimantan, Indonesia

**Figures 2-11**



Figure 2: Student hardly grasped task procedure

|  |  |
| --- | --- |
| C:\Users\David\Desktop\9.JPG | C:\Users\David\Desktop\10.JPG |
| Figure 3: Students discussed text coherence | Figure 4: A student expressed her embarrassment. |



Figure 5: The teacher teased the students on one member sharing complete answers

|  |  |
| --- | --- |
| C:\Users\David\Desktop\14.JPG | C:\Users\David\Desktop\15.JPG |
| Figure 6: The teacher shared the feedback to the group work | Figure 7: Students teased a peer for his dominant contribution |



Figure 8: A student accidentally used a swear word

|  |  |
| --- | --- |
| C:\Users\David\Desktop\17.JPG | C:\Users\David\Desktop\18.JPG |
| Figure 9: The teacher checked students’ presence | Figure 10: A student requested confirmation |



Figure 11: Students expressed excitement about their achievement