1. Submitted to journal "IJIET" (10-2-2025)
2. First Revision : Accepted with Major Revision (21-2-2025)
3. Second Round of Review (13-13-2025)
4. Third Round of Review (24-3-2025)
5. Accepted for Publication (10-4-2025)
6. Payment Confirmation (17-4-2025)
7. Send to Production (13-5-2025)
8. Published (22-8-2025)

1. Submission

UNIVERSITAS KRISTEN MARANATHA

Sulaeman Santoso <sulaeman.santoso@maranatha.ac.id>

Manuscript ID: IJIET-16681 - Submission Acknowledgement
1 message

IJIET Submission Editor <editor@ijiet.org>   Mon, Feb 10, 2025 at 2:44 PM
To: sulaeman santoso <sulaeman.santoso@maranatha.ac.id>

Dear sulaeman santoso:

Thank you for submitting the manuscript, "The Impact of Immersive Virtual Reality Flashcard on L2 Vocabulary Acquisition on Logographic Language" to International Journal of Information and Education Technology. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Submission URL: https://ojs.ejournal.net/index.php/ijiet/authorDashboard/submission/16681
Username: sulaemansantoso

Please use the manuscript reference number (IJIET-16681) in all future correspondence. As corresponding author, you will receive all future communications about this manuscript.

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

{$signature}

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Manuscript ID: IJIET-16681 - Send to Review

Ms. Inez Chan <inez.chan@ejournal.net>

Wed, Feb 12, 2025, 12:05 PM

to me

Dear sulaeman santoso, Daniel Jahja Surjawan, Erico Darmawan Handoyo,

Your submission "The Impact of Immersive Virtual Reality Flashcard on L2 Vocabulary Acquisition on Logographic Language" has been sent to peer review, you may log in to the submission system to track the progress.

Submission URL: https://ojs.ejournal.net/index.php/ijiet/authorDashboard/submission/16681

Generally, it will take approximately 6 weeks to conduct the peer-review process. Please do not contact the journal editor to consult the process within this period, because it may increase the workload of the editor. However, if you do not receive the decision after 6 weeks, please add a discussion on this system, we will reply within two days.

Note: You may view "A review is overdue" on the system, this means the response due date or review due date for reviewers had been passed, this is a reminder for reviewers, not for authors. We will push the reviewers to accelerate the review, please do not ask for clarification.

Ms. Inez Chan

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Manuscript ID: IJIET-16681 - Article Processing Charge Confirmation

Ms. Inez Chan <inez.chan@ejournal.net>

Tue, Feb 11, 2025, 10:04 AM

to me

Dear sulaeman santoso, Daniel Jahja Surjawan, Erico Darmawan Handoyo:

Thank you for submitting your manuscript "The Impact of Immersive Virtual Reality Flashcard on L2 Vocabulary Acquisition on Logographic Language" to International Journal of Information and Education Technology.

Submission URL: https://ojs.ejournal.net/index.php/ijiet/workflow/access/16681

Before further processing, please confirm that you support open access publishing, which allows unlimited access to your published paper and that you will pay the Article Processing Charge (800 USD, http://www.ijiet.org/list-17-1.html), please note that the APC only applies if your paper was accepted after standard peer-review.

Thank you in advance for your cooperation. We look forward to hearing from you.

Ms. Inez Chan

--
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Website: https://www.ijiet.org/
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Sulaeman Santoso <sulaeman.santoso@maranatha.ac.id>
to Inez

Tue, Feb 11, 2025, 5:33 PM

Dear Ms. Inez Chan

Yes, we confirm the processing charge and open access publishing. should we confirm that somewhere in the OJS ?
or will this email suffice?

Thank you for your quick response

Best regards

Sulaeman Santoso

...

Ms. Inez Chan <inez.chan@ejournal.net>
to me

Wed, Feb 12, 2025, 2:14 PM

Dear sulaeman santoso,

This email is ok.

Best Regards
Ms. Inez Chan
Handling Editor
Email: inez.chan@ejournal.net

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2. Accepted with Major Revision

Manuscript ID: IJIET-16681 – Editor Decision – Major Revision   Inbox x   UKSW x

Ms. Inez Chan <inez.chan@ejournal.net>
to me

Fri, Feb 21, 2025, 10:42 AM

Dear sulaeman santoso, Daniel Jahja Surjawan, Erico Darmawan Handoyo,

Thank you for submitting your manuscript "The Impact of Immersive Virtual Reality Flashcard on L2 Vocabulary Acquisition on Logographic Language" to International Journal of Information and Education Technology.

Manuscript ID: IJIET-16681
Title: The Impact of Immersive Virtual Reality Flashcard on L2 Vocabulary Acquisition on Logographic Language

The editorial team had assessed your submission and feels that it has potential for publication, so we would like to invite you to revise the paper and resubmit it for further review.

You can find reviewers' comments at the end of this email.

Important notice: Please revise the manuscript according to the reviewers' comments and upload the revised file within **one month**. Any revisions should be clearly highlighted, for example using the "Track Changes" function in Microsoft Word, so that changes are easily visible to the editors and reviewers. Please provide a cover letter to explain point-by-point the details of the revisions in the manuscript and your responses to the reviewers' comments. (download author response template).

As the editor had suggested that your manuscript should undergo extensive English editing, please address this during revision. We suggest that you have your manuscript checked by a professional English editing service.

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Do not hesitate to contact us if you have any questions regarding the revision of your manuscript.

Ms. Inez Chan

Reviewer 1:

Comments to Authors

IJIET 16681: The Impact of Immersive Virtual Reality Flashcard on L2 Vocabulary Acquisition on Logographic Language

General comments

The topic is very relevant, and I think the author (s) did good work. However, the design of the study should be stated. The instruments for data collection should be described in detail, and the scoring process should be made clear. The results tables should contain the accuracy scores only and maybe retention time. Means and standard deviations should be on the same table. The author (s) should include a theoretical framework for the study.

Topic

The topic is very relevant and interesting, and the findings are important to language education and research in language education.

Abstract

The abstract must include the design and approach used, sampling procedure, and recommendations.

Research questions

RQ3 not stated clearly: How do user engagement scores on VRVR-assisted vocabulary acquisition? suggest it should be stated as follows: what is the level of student engagement on VR-assisted vocabulary acquisition?

III. Materials and Methods

State the design used in the study.

What is the nature of the pre-test questions?

Send table 2 to the results section.

IV Result and Discussion

Before the experiment, VR-based students are given …… should be were given ……

What do you mean by scenario 1 and scenario 2? You need to be specific.

The most important results are the accuracy scores. How did you compute the accuracy scores?

I think the reaction time, no. of guesses, correct guesses, wrong guesses, and how they contribute to accuracy can be described in the methodology. They should be presented in the tables.

Only the accuracy scores and its standard deviations should be presented.

Means and standard deviations should be on one table.

The median results not necessary. I suggest you delete them.

Figure 5: which are used for the chart? Is it accuracy scores? Caption should be clear.

The resulting U test resulted in $p = 0.02151$, and p-value < 0.05 meaning the difference in mean is statistically significant (reject the null hypothesis). …. delete (reject the null hypothesis).

Fig 6: what is the meaning of 1, 2, 3, 4, and 5. Please let the meaning show on the chart.

Reviewer 2:

Comments to Authors

Title: Ok

1. Abstract:

a. The research method does not yet reveal the number of samples. Technique used in collecting data, and sample determination criteria

2. Keywords: Ok

3. Introduction:

a. The novelty/uniqueness of this research has not been narrated. What does make this research different from the results of previous studies?

4. Review and Related Literature:

a. Add the concept of logographic language and relevant research related to logographic language and virtual reality:

-10.18178/ijiet.2023.13.6.1898

-10.18178/ijiet.2020.10.11.1463

b. Add the concept of vocabulary acquisition and specific components of vocabulary. Whichever vocabulary components are the main focus of vocabulary acquisition

5. Research method

a. Add a description of the sample selection criteria

b. Techniques used in determining the experimental class and control class

c. Describe the homogeneity data before giving treatment. Make sure that the means of the experimental and control classes are not statistically significantly different

d. Pre-test scores data should be displayed for both research classes (experimental and control), However, in this study only the experimental class is displayed.

e. How many students are in the experimental class and how many are in the control class is not shown

f. Add research instruments, data collection techniques and data analysis techniques

6. Findings:

what is the data in figure 6-8 for? What are the connection with the research questions?

7. Discussion:

a. There is no clear description of the discussion supported by the results of previous research regarding the effectiveness of virtual reality in vocabulary acquisition

b. Please add, one paragraph at the end of this section about the limitations of this research.

8. Conclusion

a. The author(s) are asked to focus on the 3 research questions

b. There is no need to include a bibliography in this section

IJIET 16681: The Impact of Immersive Virtual Reality Flashcard on L2 Vocabulary Acquisition on Logographic Language

General comments

The topic is very relevant, and I think the author (s) did good work. However, the design of the study should be stated. The instruments for data collection should be described in detail, and the scoring process should be made clear. The results tables should contain the accuracy scores only and maybe retention time. Means and standard deviations should be on the same table. The author (s) should include a theoretical framework for the study.

Topic

The topic is very relevant and interesting, and the findings are important to language education and research in language education.

Abstract

The abstract must include the design and approach used, sampling procedure, and recommendations.

Research questions

RQ3 not stated clearly: How do user engagement scores on VRVR-assisted vocabulary acquisition? suggest it should be stated as follows: what is the level of student engagement on VR-assisted vocabulary acquisition?

III. Materials and Methods

State the design used in the study.

What is the nature of the pre-test questions.

Send table 2 to the results section.

IV Result and Discussion

Before the experiment, VR-based students are given …… should be were given ……

What do you mean by scenario 1 and scenario 2? You need to be specific.

The most important results are the accuracy scores. How did you compute the accuracy scores?

The Impact of Immersive Virtual Reality Flashcard on L2 Vocabulary Acquisition on Logographic Language

Abstract— The impact of virtual reality on language learning has been demonstrated in much research. However, a great deal of research focuses on the social effect or the subjective impact of the method rather than the quantitative result. A lot of previous research neglects to mention the relationship between the result observed and language learning theory. This research aimed to provide quantitative research on the impact of virtual reality on vocabulary acquisition by measuring VR flashcards in L2 Language learning. The research concludes that virtual reality speeds up vocabulary acquisition while also increasing the student's motivation and interest in the subject. This finding is subsequently examined through the lens of language acquisition theory for further discourse. The study further emphasizes the significance of integrating innovative technologies, such as virtual reality, into language learning pedagogy to augment student engagement and retention. This research indicates that virtual reality possesses the capacity to transform language acquisition by offering a more immersive and interactive experience for learners. It further underscores the necessity for educators to modify their pedagogical approaches to harness technology, thereby fostering more effective and engaging learning environments.

Keywords— computer-assisted learning, education technology, language learning, virtual reality

I. INTRODUCTION

Even in this age of artificial intelligence where translation between languages has been somewhat trivialized, L2 language acquisition has been stable research for many years. A large number of research is dedicated to understanding and enhancing our ability to learn/acquire a new language.

Out of the many aspects of learning a language, vocabulary is one fundamental part that is crucial to language learning, a building block of the language [1], [2]. Vocabulary is

increase student engagement while maintaining learning effectiveness is using gamification. Gamification can be described as the use of game components in a non-gaming context [7]. Gamification in language learning helps students in several ways. The first and by far the most important part is the increase in vocabulary acquisition/ learning [8], [9], [10]. Another aspect of learning that gamification provides is the ability to alleviate the fear and stress that students encounter in L2 language learning. Language anxiety defined as a phenomenon that is subjective to the individual and by recognizing it and addressing it properly student may achieve greater effectiveness in language acquisition [11]. Another big part of gamification success in language learning is student engagement. Engagement can be referred to as a state of heightened attention and involvement in cognition, social , behavioral , and affective dimension [12].

The medium choice for gamification can also be an important factor to consider. The use of mobile devices for language learning has been increasingly favorable due to their wide availability. In a systematic review by Jack Burston 2021 [13] it is mentioned that since 1994 more than 3800 studies have been conducted on MALL implementation, a number that surely has gone up by 2024. These studies have also shown that MALL implementation has been advantageous to students in several ways {citation}.

Another medium that's been gaining attention is virtual reality. Immersive virtual reality research in specifics has been gaining traction in the last few years ever since the covid pandemic and the announcement of Meta's metaverse. One of the key difference between this medium and other type of digital medium is that within virtual spaces, a student can be involved in real scenarios, environment , or just

The overall result of the survey is positive towards the use of VR as a learning tool. Fig. 6 shows the respondent positive views on VR as an education tool. With the value of one being strongly disagree and 5 being strongly agree.

02A01 - Ada sesuatu yang menarik di awal pelajaran ini yang berhasil menarik perhatian saya.
25 responses

Fig. 6. How interesting VR learning is to you

Surveys also show an 80% of participants consider using VR as learning tools to help with their focus. **Fig. 7** shows the result of the question: 'Does the information within the VR experience helps you to focus"

17A06 - Cara informasi disusun dalam tampilan VR ini membantu saya tetap fokus.
25 responses

Fig. 7 VR helps participant's focus

This also aligns with previous research on engagement in VR [10]. One of the problems with language learning is repetition that causes boredom. But the use of VR tools gives an additional novelty that survey shows to reduce boredom in learning. Fig. 8 shows the survey result of the question 'does the amount of repetition in this VR experience bored you'.

22A08 - Jumlah pengulangan dalam pengalaman VR ini terkadang membuat saya bosan
25 responses

explored in depth, however, and further research needs to be done to explore specific aspects of logographic language that might disrupt vocabulary acquisition. User engagements results are shown to be positive and are in agreement with other research on VR for language learning and learning in general, other limitation in this research lies in the number of subjects tested which is quite small. A larger pool of participants would result in better, more conclusive research. Further research could be done using a more complex and larger pool of vocabulary with larger sets of participants.

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[9] Department of Applied Foreign Languages, Nan Kai University of Technology, Taiwan (R.O.C.), a0955377623@gmail.com and C.-C. Tsai, "The Effects of Augmented Reality to Motivation and Performance in EFL Vocabulary Learning," *Int. J. Instr.*, vol. 13, no. 4, pp. 987–1000, Oct. 2020, doi: 10.29333/iji.2020.13460a.

3. 2ⁿᵈ round of Review

Your submission has been sent for another round of review 📨 Inbox ×

Ms. Inez Chan <inez.chan@ejournal.net>
to me ▾

Thu, Mar 13, 2025, 8:50 AM

Dear sulaeman santoso,

Your revised submission, The Impact of Immersive Virtual Reality Flashcard on L2 Vocabulary Acquisition on Logographic Language, has been sent for a new round of peer review. You will hear from us with feedback from the reviewers and information about the next steps.

If you have any questions, please contact me from your submission dashboard.

Kind regards,

Ms. Inez Chan

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Manuscript ID: IJIET-16681 - Editor Decision - Major Revision 📨 Inbox ×

Ms. Inez Chan <inez.chan@ejournal.net>
to me ▾

Thu, Mar 20, 2025, 11:09 AM

Dear sulaeman santoso, Daniel Jahja Surjawan, Erico Darmawan Handoyo,

Thank you for submitting your manuscript "The Impact of Immersive Virtual Reality Flashcard on L2 Vocabulary Acquisition on Logographic Language" to International Journal of Information and Education Technology.

Manuscript ID: IJIET-16681
Title: The Impact of Immersive Virtual Reality Flashcard on L2 Vocabulary Acquisition on Logographic Language

The editorial team had assessed your submission and feels that it has potential for publication, so we would like to invite you to revise the paper and resubmit it for further review.

You can find reviewers' comments at the end of this email.

Important notice: Please revise the manuscript according to the reviewers' comments and upload the revised file within **one week**. Any revisions should be clearly highlighted, for example using the "Track Changes" function in Microsoft Word, so that changes are easily visible to the editors and reviewers. Please provide a cover letter to explain point-by-point the details of the revisions in the manuscript and your responses to the reviewers' comments. (download author response template).

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Instruction for uploading the revised version can be found at https://docs.pkp.sfu.ca/learning-ojs/en/authoring.

Do not hesitate to contact us if you have any questions regarding the revision of your manuscript.

Ms. Inez Chan

I. INTRODUCTION

Even in this age of artificial intelligence where translation between languages has been somewhat trivialized, L2 language acquisition has been stable research for many years. A large number of research is dedicated to understanding and enhancing our ability to learn/acquire a new language.

Out of the many aspects of learning a language, vocabulary is one fundamental part that is crucial to language learning, a building block of the language [1], [2]. Vocabulary is defined as a lexical unit that conveys a particular meaning [3]. Without sufficient vocabulary, a student cannot convey any meaning in a language. To acquire/learn vocabulary thus becomes a subject of research that resulted in multiple theories on vocabulary acquisition. Among those theories mentioned is the use of mnemonics, repetition, and other methods of training. These theories are then translated into approaches that we use within the classroom context or in personal learning.

Vocabulary knowledge is usually divided into 9 components of "work knowledge" which is spoken word, written word, word parts, form and meaning, concept and referent, associations, grammatical functions, collocations, and constraint of use. [1]. From these components word form, concept, and association is what this research focused on. Traditional approaches to vocabulary acquisition includes a

The medium choice for gamification can also be an important factor to consider. The use of mobile devices for language learning has been increasingly favorable due to their wide availability. In a systematic review by Jack Burston 2021 [13] it is mentioned that since 1994 more than 3800 studies have been conducted on MALL implementation, a number that surely has gone up by 2024. These studies have also shown that MALL implementation has been advantageous to students in several ways {citation}.

Another medium that's been gaining attention is virtual reality. Immersive virtual reality research in specifics has been gaining traction in the last few years ever since the covid pandemic and the announcement of Meta's metaverse. One of the key difference between this medium and other type of digital medium is that within virtual spaces, a student can be involved in real scenarios, environment , or just isolated with the current world [14], [15]. These conditions are beneficial to learning as it adds beneficial aspects to learning or removes unfavorable aspects/distractions. The combination of gamification aspects and immersive virtual reality is then proven in quite a bit of research to be fruitful for learning [16], [17], [18], [19], [20], [21]. But a lot of these research focuses on English as Foreign Language (EFL), and not enough research is being done on other types of language that have a significantly different characteristic from a lot of other

on logographic language learning with VR but some of them are not directed at vocabulary acquisition. Research by Guoliang Guo et. Al [45] focused on writing calligraphy and Kim et al. [46] also focused on writing letters although they also measures some vocabulary acquisition. VR for vocabulary acquisitions research by Jennifer legault et al [47] show increase performance and its connection to context shown in VR, however this research does not show retention on learned skills. In 2023 Chen and Yuan [48] conducted a research on VR for the Chinese language as the target language. This research showed an improvement in engagement and vocabulary; however, it does not compare traditional approach to VR based learning.

This research aims to compare traditional approaches to VR based learning on logographic language and measure the impact on vocabulary acquisition and retention as a novely research factor.

III. MATERIALS AND METHODS

This research employed an experimental study design to investigate the impact of immersive virtual reality flashcards on second language (L2) vocabulary acquisition of logographic languages. To analyze the effectiveness of VR-assisted vocabulary acquisitions a group of 30 random students was taken as a sample population. This student group consists of 17-24 years old male and female that are randomly sampled from the community around the university. The group is then randomly separated into two groups, control and experimental each group consist of 15 persons. Control groups are given a traditional approach using physical flashcards for vocabulary learning while the experimental

vocabulary that are intended to be learned. These boards act as a sort of digital VR flashcard. Students can then interact with any of these flashcards to show their translation and meaning. Students may choose to learn these words in whatever order they choose arbitrarily. The other boards are test boards. These boards are intended to test the student's vocabulary acquisition. To increase students' interest, engagement, and fun factor, Fig. 1 shows the first scene, on the right side of the scene is the learning board, and on the center of the screen is the test board the boards in the two rooms contain different tests that is akin to a game.

Fig. 1. Sample VR scene

The number test will list a number in the form of a label that the participant needs to write using kanji characters that are available. The color test will show 3 ducks in random color that the user needs to guess using kanji character in the test boards. Though each test is different, the objective of

4. 3ʳᵈ round of review

5. Accepted for publication

Manuscript ID: IJIET-16681 – Editor Decision – Accepted for Publication 📤 Inbox ×

Ms. Inez Chan <inez.chan@ejournal.net>   Thu, Apr 10, 2025, 1:50 PM
to me ▾

Dear sulaeman santoso, Daniel Jahja Surjawan, Erico Darmawan Handoyo:

We are pleased to inform you that the following paper has been officially accepted for publication in International Journal of Information and Education Technology.

Manuscript ID: IJIET-16681
Title: The Impact of Immersive Virtual Reality Flashcard on L2 Vocabulary Acquisition on Logographic Language
Submission URL: https://ojs.ejournal.net/index.php/ijiet/authorDashboard/submission/16681

We are excited to move forward with your submission. We will now make the final preparation, and then return the edited manuscript to you for your approval.

Please feel free to email us with any questions.

Ms. Inez Chan

--
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Website: https://www.ijiet.org/
Email: editor@ijiet.org
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Sulaeman Santoso <sulaeman.santoso@maranatha.ac.id>   Thu, Apr 10, 2025, 4:01 PM
to Daniel, daniel.js, Inez ▾

Dear Ms Inez Chan,

We are grateful and very excited for the editor decision, we will proceed with the payment and further process as soon as possible, as we need to inform our head of dept.
Thank you for the opportunity

Best Regards

Sulaeman Santoso

···

Sulaeman Santoso <sulaeman.santoso@maranatha.ac.id>   Thu, Apr 10, 2025, 4:26 PM
to Inez, Daniel, daniel.js ▾

Dear Ms Inez Chan

 i would like to ask for some help, is it possible to edit the article just to show co-authorship before publication ? or can you please add mr Daniel Jahja to the article as the co author ? and email him also on the publication acceptance, because our uni required that the co author be included in the correspondence and indicated in the article. your help is highly appreciated

best regards

Sulaeman Santoso
Thank you

6. Payment

Ms. Inez Chan <inez.chan@ejournal.net> Thu, Apr 10, 2025, 1:51 PM ☆ ↩ ⋮

to me ⌄

Dear sulaeman santoso, Daniel Jahja Surjawan, Erico Darmawan Handoyo,

Congratulations! Your paper was officially accepted for publication in "International Journal of Information and Education Technology".

Title: The Impact of Immersive Virtual Reality Flashcard on L2 Vocabulary Acquisition on Logographic Language
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Paper Title*: The Impact of Immersive Virtual Reality Flashcard on L2 Vocabulary Acquisition on Logographic Language

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Sulaeman Santoso <sulaeman.santoso@gmail.com> Thu, Apr 17, 2025, 8:37 AM ☆ ↩ ⋮

to inez.chan, me, daniel.js, daniel.js@it.maranatha.edu ⌄

---------- Forwarded message ---------
From: **confsys.conf.org** <no_reply@confsys.iconf.org>
Date: Fri, Apr 11, 2025 at 8:20AM
Subject: Successful payment
To: <sulaeman.santoso@it.maranatha.edu>

Dear Sir/Madam,
Thank you for your support to IJIET !

Your payment:800.00USD of 20250411-AWX-091745231118-IC-US was succeeded. Please save this email for your reference of payment proof. Your registration will be processed in a short time and the conference specialist will contact you within 3 working days. Please check your email later. If you have any question, please contact the conference specialist for help.

Best wishes iConf Conference Management System

This is an auto message from iConf conference system, please do not reply.

7. Published

Manuscript ID: IJIET-16681 - Paper has been published ➤ Inbox ×

IJIET Editorial Office <ijiet@ejournal.net>   Fri, Aug 22, 2025, 10:13 AM
to me ▾

Dear sulaeman santoso, Daniel Jahja Surjawan, Erico Darmawan Handoyo,

We are pleased to inform you that your article "The Impact of Immersive Virtual Reality Flashcard on L2 Vocabulary Acquisition on Logographic Language" has been published in "International Journal of Information and Education Technology" and is available online:

Website link: https://www.ijiet.org/show-230-3035-1.html

Please take a moment to check that everything is correct. You can reply to the journal editor (editor@ijiet.org) if there is a problem. Note that at this stage we will not accept further changes to the manuscript text.

Thank you for choosing "International Journal of Information and Education Technology" to publish your work, we look forward to receiving further contributions from your research group in the future.

IJIET Editorial Office

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Website: https://www.ijiet.org/
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To avoid missing our emails, please add submission@mail-ojs.ejournal.net to your contacts or safe senders list.

Your submission has been sent for another round of review ➤ Inbox ×

Ms. Inez Chan <inez.chan@ejournal.net>   Mon, Mar 24, 2025, 3:21 PM ☆ ↩ ⋮
to me ▾

Dear sulaeman santoso,

Your revised submission, The Impact of Immersive Virtual Reality Flashcard on L2 Vocabulary Acquisition on Logographic Language, has been sent for a new round of peer review. You will hear from us with feedback from the reviewers and information about the next steps.

If you have any questions, please contact me from your submission dashboard.

Kind regards,

Ms. Inez Chan

--
International Journal of Information and Education Technology
Website: https://www.ijiet.org/
Email: editor@ijiet.org
Twitter: @IJIET_2011
WhatsApp/WeChat: +86-18081159653
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Sulaeman Santoso <sulaeman.santoso@maranatha.ac.id>   Wed, Mar 26, 2025, 3:36 PM ☆ ↩ ⋮
to Inez ▾

Dear Ms Inez Chan,

Thank you for the update.

best regards

Sulaeman santoso

•••

Sulaeman Santoso <sulaeman.santoso@maranatha.ac.id>   Mon, Mar 31, 2025, 5:42 PM ☆ ↩ ⋮
to Daniel, daniel.js@it.maranatha.edu, Inez ▾

Dear Ms. Inez Chan

Sorry to bother you, but Mr. Daniel Jahja Surjawan as my co-author, apparently hasn't received our email correspondence thus far. Can you please add him as the co-author on our next correspondence? His email is: daniel.js@it.maranatha.edu.

Thank you

Best regards,

Sulaeman Santoso

•••