

The Impact of AI on Remote Educational Services: A Case Study of BacBon Limited's SLC Operations

Internship Organization

BacBon Limited (SLC service)

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Part A

Chapter 1: Internship Preparation

1.1 Motivation and Expectation from the Internship

As an Accounting major, my academic learning has mainly focused on financial systems, business operations, and other accounting-related business aspects. However, I've always been interested in understanding how technological advancements like Artificial Intelligence (AI) impact modern organizations, especially their operational and strategic aspects. During my nearly three years as a full-time employee with BacBon Limited's Smart Lecture Correction (SLC) program, I witnessed AI's impact on the company's operations firsthand. This experience sparked my curiosity about both the benefits and challenges that AI brings to remote educational services like SLC. By selecting BacBon Limited for my academic internship, I hope to gain a unique perspective on these influences and analyze them for deeper insights within a remote educational environment. Additionally, I intend to explore future opportunities for AI integration into SLC to help ensure the program's long-term sustainability by utilizing my academic knowledge of performance analysis and informed decision-making.

1.2 Internship Search Process

Although I have been employed full-time in BacBon Limited's SLC program since January 2023, I chose to look for internship opportunities through online platforms like LinkedIn, Bdjobs, and social media recruitment pages. My goal was to find an internship where I could satisfy my academic interests while maintaining my current employment status. During the search process, I came across several opportunities in various organizations. However, the requirement for full-time physical attendance conflicted with my work schedule at SLC. After considering my options, I concluded that completing my academic internship at SLC was the most practical choice. BacBon's SLC program provides an exceptional setting to apply my academic knowledge and work experience. My job search and the several interviews that I attended during this time provided me with valuable insights about the current job market and the skills demanded by organizations, especially in the accounting department.

1.3 Interview Experience

After applying for the job at BacBon Limited through LinkedIn, I received an email invitation to an interview with the company. The selection process consisted of three distinct parts. The first part was a screening test with multiple-choice questions that was conducted online. After passing this test, I was invited to BacBon Limited's office in Bonosree for a day-long interview session, which again was divided into three stages, including a grammar test, an error correction test, and an essay writing evaluation. The final part of the interview included a face-to-face interview and a typing test. While the earlier assessments were quite technical, I found the in-person interview to be very positive and uplifting. The company was open to current students and provided as much flexibility as possible, which allowed candidates to balance their studies with a full-time job. The work environment also appeared cooperative and supportive, which I found most appealing. The experience gave me valuable insights into BacBon Limited and its operations.

1.4 About the Organization

BacBon Limited is an Ed-Tech company founded in 2013. It mainly focuses on using ICT innovation to ensure educational inclusivity and improve efficiency through digitalization. Its main activities include offering data-driven research and consultancy services, creating e-Learning platforms and products, producing multimedia, managing conferences and training, and providing IT-enabled services. The company delivers this wide range of digital products and services through various business branches and programs, such as BacBon School, BacBon Tutors, and BacBon Research and Consultancy.



BacBon Limited launched its SLC service in 2017, which transformed the English learning experience for Japanese junior high and high school students. SLC is a global platform that connects “English Experts” from various countries, specifically Bangladesh, Kenya, Nepal, the Philippines, and Uganda. The platform currently offers personalized English writing guidance to Japanese students through a

remote platform and serves over 200,000 students across more than 370 schools. The service provides a unique learning experience and encourages cross-cultural learning and relationship-building.

1.4.1 Mission

BacBon Limited's primary goal is to deliver high-quality products and services by embracing new ideas and utilizing the skills of its talented human resources to ensure ongoing growth for the company and its stakeholders.

1.4.2 Vision

The organization aims to become a leader in E-learning, software solutions, and smart educational and research solutions. To achieve this, it plans to adopt and implement innovative concepts while maintaining high standards of product and service quality.

1.4.3 Value Proposition

BacBon Limited focuses on quality and believes in teamwork to achieve inclusive and sustainable growth for social and technological development. It also values a culture of support and care to create a positive work environment.

Chapter 2: About the Internship

2.1 Job Position and Responsibilities

I am currently working as an "English Expert" in the SLC service. In this role, I am responsible for correcting English essays submitted by Japanese students, providing personalized feedback that explains grammatical, logical, stylistic, and other types of errors, and offering tips to enhance their writing skills. I am required to tailor each feedback to match the student's needs and understanding. The personalized feedback includes engaging and encouraging remarks along with helpful guidance to recognize their efforts and motivate them to continue learning. Additionally, I am expected to meet weekly and monthly targets and regularly report to my manager. Responding to random queries and quality assessments from our quality managers promptly is also a key part of my job. Another

important task is to work with other correctors whenever needed, which aligns with the company's collaborative and supportive culture.

2.2 Takeaways from the Position

Working in this role provided me with numerous opportunities to develop valuable skills for both academic and professional settings. Language assessments involved in my daily tasks have allowed me to improve my analytical skills, which has been one of the most significant takeaways. Correcting essays has enabled me to identify and explain complex writing issues clearly and provide personalized feedback that is easily understandable to students. With this experience, my ability to pay attention to detail, think critically, and give constructive feedback has also been enhanced. Another important takeaway has been developing time management and goal-oriented strategies. Meeting my weekly and monthly targets has helped improve my consistency in feedback, productivity, and focus. Reporting to managers regularly and responding to quality assessment has shown me how to remain accountable and complete tasks effectively while meeting deadlines. Constant association with Japanese students and adjusting to their learning styles have improved my cultural understanding and sensitivity. Overall, through this role, I have gained practical experience in maintaining accuracy and consistency. This experience has enabled me to effectively manage my workload and balance quality with productivity, even when working under pressure. These skills will be extremely valuable to me in any future job.

2.3 Relationship with my Educational Learning

Although my academic background is in Accounting, the knowledge and skills I gained through my studies relate well to my role in SLC. Various aspects, such as precision, analytical reasoning, and systematic problem-solving, are emphasized in accounting. When reviewing and correcting students' work, these elements play a crucial role. Through my accounting studies, I also learned to approach tasks systematically, ensure accuracy, and meet standards consistently. This directly relates to maintaining quality in corrections and personalized feedback. Moreover, my knowledge in performance evaluation and decision-making gained through my accounting studies helped me realize the importance of meeting correction targets and supporting team productivity. As my workplace values a structured and goal-oriented environment, it reflects the organizational values often found in

accounting practices. In conclusion, despite having a different professional context, this internship allowed me to utilize my analytical and organizational skills and expand my understanding of core accounting concepts like quality control, reporting, and operational efficiency in a digital educational setting.

Chapter 3 Self-Reflection

3.1 Feedback on the Internship

My internship experience has been quite rewarding, both professionally and personally. One aspect I appreciate the most is the open and supportive communication within the team. Management, especially my manager, maintains a cooperative and approachable attitude. This creates an environment where I can discuss challenges, clarify doubts, and seek guidance whenever needed. This communication culture has improved my learning experience and made me feel valued as a team member. Due to the flexibility offered by the organization, I could manage my time efficiently to balance both my professional and academic commitments. On the days I worked in the office, I found the workplace culture to be friendly, organized, and supportive of focused work. Another valuable experience was the cross-cultural interactions, which enriched my understanding of professional behavior across cultures, as well as different learning and communication styles. The company's focus on quality and accuracy is another positive aspect. Although SLC's quality standards can sometimes seem strict, they are essential for ensuring consistency to deliver efficient service and maintain client satisfaction. My attention to detail also improved over time due to the structured feedback and quality assessment process.

However, I would prefer more direct communication with Japanese students and teachers. There are limited opportunities for direct engagement with Japanese learners and educators, as most interactions take place through written submissions. This direct communication would offer correctors better insights into students' learning needs. Despite this slight shortcoming, the structured nature of the work ensures that corrections stay focused on providing efficient and quality service. My internship at BacBon Limited taught me professional discipline, improved my communication skills and critical

thinking ability, and allowed me to work in a collaborative and culturally diverse setting, which has been an enriching experience.

3.2 Better Utilization Suggestions

The SLC program already has a strong quality assurance approach that includes regular performance evaluations, structured feedback from managers, and reviews based on student and teacher responses. These processes have improved my correction accuracy, feedback style, and time management. However, there are still areas where both the organization and I could enhance performance and learning outcomes, which I believe can be achieved through the following measures:

- Occasional interactive sessions or virtual meetings with Japanese teachers. This can help correctors gain deeper insights into student expectations and cultural contexts, ensuring more tailored feedback.
- Workshops or skill-sharing sessions led by senior correctors. This can enable employees to exchange ideas about effective work strategies and promote peer learning.
- Short digital or AI literacy sessions. These sessions can help correctors build important technological skills, improve workflow efficiency, and stay updated with emerging AI tools. These skills would be highly beneficial for current and future career paths.

Personally, my goal is to improve my efficiency and adaptability by effectively using digital, AI-powered learning tools. With these small but meaningful improvements, the SLC program can strengthen its quality system and boost both employee engagement and service impact.

3.3 Improve Experience for Future Employees

SLC already has a 5-week training period for new employees. It could enrich the experience of current and future employees further by introducing the following programs:

3.3.1 Rotation Programs

BacBon Limited offers various digital educational products and services besides SLC, such as BacBon School (an e-Learning platform) and BacBon Tutors (a tutor-matching service). SLC can temporarily

employ correctors in these different programs during slower periods, such as summer vacations. This can broaden our knowledge and help us build diverse skills, which would also boost our job satisfaction and long-term career growth.

3.3.2 Upskilling Programs

BacBon focuses on technology in education and smart solutions, so SLC could introduce training programs for its employees to equip us with the necessary skills to use Ed-Tech and AI-adapted tools efficiently, like integrating AI into our corrections and feedback. With this upskilling, we would be prepared for our current roles and similar future tasks in remote educational settings.

Chapter 4: Personal Development Plan

4.1 Future Plan

In the short term, I plan to continue working at SLC, as the flexibility will allow me to explore other opportunities while maintaining full-time employment. I can also use this time to enroll in various courses to develop key skills. My main focus is to complete courses on MS Excel and AIS to gain relevant skills. This will benefit my education and be valuable in future accounting roles. In the long term, I aim to pursue Chartered Accountancy (CA) to further enhance my qualifications and career growth in accounting.

4.2 Skills Development

Besides my technical skills in MS Excel and AIS, I plan to take a Japanese language course. This will strengthen my position in my current organization and improve my chances of promotion to the Japanese headquarters. Additionally, I intend to deepen my knowledge of AI-powered remote learning tools and services by taking advantage of online courses. Lastly, I want to refine my soft skills in communication, leadership, organization, teamwork, and collaboration.

Part B

The Impact of AI on Remote Educational Services: A Case Study of BacBon Limited's SLC Operations

Executive Summary

This study examines how artificial intelligence (AI) impacts remote educational services, with a specific focus on BacBon Limited's Smart Lecture Correction (SLC) program. With AI's continuous contribution to transforming global education systems, its effect on remote learning environments is growing substantially. Existing research demonstrates the role of AI tools in enhancing personalization, feedback speed, and overall efficiency in remote learning settings. However, most studies mainly focus on technologically advanced settings. This leaves a notable gap in understanding how AI affects private organizations in developing countries like Bangladesh that offer remote educational services. The rapid digitalization of language learning around the world, especially with the help of AI-assisted writing support, introduces both opportunities and challenges, and understanding these aspects requires an in- depth, context-specific investigation. This study examines the impact AI has on the operational workflows, service delivery, and efficiency, as well as the possibility of AI integration into the current human-centered approach in BacBon Limited's SLC program to address the literature gap.

Current studies demonstrate the significant impact of AI in reducing educators' grading workload and standardizing feedback. Studies also show that AI can enhance student engagement and remote writing instructions. Despite these benefits, there are concerns regarding the possible loss of personalization, overreliance on AI-enabled tools, and a decline in critical thinking abilities among students. AI-human hybrid models have emerged as a promising solution to these issues. Such models can balance technological efficiency with human judgment, empathy, and contextual understanding.

To explore these dynamics, a qualitative case-study design has been adopted in this study. Semi-structured interviews with key BacBon personnel were held to collect the necessary data. Purposive sampling was used to select interviewees, which included managers and English Experts. The

interview questions addressed current SLC practices, staff attitudes towards AI, potential improvements in efficiency with the use of AI, and concerns regarding quality assurance and reliability. With the help of insights determined through this study, SLC will be able to design strategic plans to adapt to the current digital transformation. The research findings can also help determine effective frameworks for implementing balanced AI-human hybrid models in remote language learning.

Ultimately, this study focuses on the context of a Bangladeshi EdTech company to contribute to both practical and educational aspects of remote learning. By utilizing these findings, BacBon Limited and similar companies can design effective remote learning systems appropriate for modern, AI-adapted educational environments.

Chapter 1: Introduction

1.1 Background of the Study

As one of the most significant technological innovations of the century, Artificial Intelligence (AI) is transforming conventional practices across various sectors (Yadav & Shrawankar, 2025). Due to the incorporation of AI in educational institutions, both learning and teaching methods are going through rapid digitalization (Yadav & Shrawankar, 2025). This digitalization has particularly improved remote learning, and as a result, educational access across the world has expanded with the integration of AI into education. Studies indicated that remote education enhances learning experiences for both domestic and foreign students (Treshchevsky et al., 2019).

However, the direct influence of AI on remote educational services still lacks substantial evidence, particularly in developing countries like Bangladesh. Most studies are based on the use of AI in higher education in technologically advanced contexts (Wang et al., 2024). Thus, the practical operational influences in private remote educational services and programs, including AI's impact on quality assurance and workflow efficiency, remain underexplored. Additionally, the possibility of adapting AI with human abilities to develop hybrid models hasn't been widely explored. Understanding the

possible improvements and challenges introduced by AI integration into SLC's current human-centered approach is a necessary and timely investigation.

The primary goal of this study is to assess the impact of AI on remote educational services, particularly focusing on the perspectives of both management and employees at BacBon Limited's SLC program. The findings will contribute to the sustainable modernization of remote educational services and help organizations like SLC to design future models that ensure efficiency, personalization, and human empathy in remote education to boost productivity.

1.2 Research Objectives

The objectives of this research are:

- To examine the impact of AI on SLC's remote educational service delivery and efficiency.
- To identify the possible opportunities and threats AI poses to SLC's current human-centered approach.
- To investigate future prospects of AI integration into SLC's current operations to improve efficiency and learning outcomes.

1.3 Research Questions

Based on the above research objectives, the following research questions have been identified:

- What is the impact of AI on the delivery and effectiveness of SLC's services?
- What are the possible opportunities and threats posed by AI on SLC's current operations?
- How can SLC integrate AI into its program to improve efficiency and learning outcomes?

1.4 Literature Review

Keywords: AI in Education, Remote Language Learning, AI Integration in EdTech Companies, AI-Human Hybrid Models.

1.4.1 AI in Education

Recent studies show that AI brings various important benefits to educational settings, especially in remote and distance education (Klimova & Pikhart, 2025). AI-adapted platforms can offer adaptive

learning opportunities to personalize experiences based on students' needs, adjust content in real-time, and give quick feedback (Xu et al., 2023). AI-integrated virtual learning can enhance student engagement and customize content to meet their needs (Wang et al., 2024). In distance learning, AI has brought a major change in how knowledge is accessed, how teaching materials are adapted, and how the teaching process is personalized (Tuczynski, 2024). Even in a developing country like Bangladesh, teachers reported that they regularly use AI tools like Turnitin, ChatGPT, and Grammarly to improve students' writing, vocabulary, and grammar.

However, integrating AI into education can also bring several challenges and concerns. Although AI tools can improve efficiency, teachers face issues like a lack of AI readiness and concerns about student misuse, such as cheating (Munni & Rafique, 2023). AI can provide personalized learning support, but it could also weaken students' interpersonal and critical thinking skills due to overreliance and reduced face-to-face interactions (Klimova & Pikhart, 2025). Similarly, AI might contribute to students' anxiety and lower their motivation to learn by limiting opportunities for exploration and self-directed learning (Adewale et al., 2024). Along with opportunities for personalized learning, AI also brings threats like job loss and reduced social interaction (Osetsky et al., 2020). Moreover, AI tools, particularly ChatGPT, can offer assistance with essay grading, but the results may be influenced by its internal algorithms, which can reduce its consistency and reliability (Quah et al., 2024). There are also ethical issues related to AI integration into education, including data privacy, false positives, encouragement of unethical behavior, authenticity of data, and the digital divide (Eden et al., 2024). AI could also be influenced by user deliberation and generate outputs that lack civility or logic, as it may oversimplify complex or nuanced issues, which may particularly mislead younger learners (Carstens & Friess, 2024).

1.4.2 Remote Language Learning

AI can transform remote education by supporting personalized learning, giving adaptive feedback, automating routine tasks, and tailoring instruction to individual needs (Irwanto, 2025). The benefits of AI in remote language learning settings are clear, especially in assisting writing tasks and providing instant feedback (Panwale & Vijaykumar, 2025). Automated essay scoring AI systems can reduce the burden of grading through the automation of routine tasks, such as grammar checks, vocabulary use,

and style corrections (Ramesh & Sanampudi, 2021). AI-based systems can offer feedback with about 87% accuracy compared to human graders, which can increase student engagement (Singh & Goyal, 2025). These findings suggest that AI can help improve feedback quality and reduce feedback time while enhancing student engagement and organizational efficiency in remote language learning (Chaudhry & Kazim, 2022).

However, AI integration into remote learning also presents many challenges. Amiri (2025) notes that AI might contribute to the existing inequality due to the digital divide between urban and rural schools and different social classes. Moreover, investment in training teachers and developing digital infrastructure is also important, as poor infrastructure and a lack of training can prevent effective AI use in remote education (Willy et al., 2025). Finally, AI usage in education could negatively impact learning, particularly by presenting biases and misuse, resulting from a lack of clear policies on data privacy, academic integrity, and related issues (Kousa & Niemi, 2023).

1.4.3 AI Adaptation in EdTech Companies

AI integration into educational technology (Ed-Tech) companies is increasing rapidly to develop adaptive learning platforms, advanced tutoring systems, and data-driven analytics (Irwanto, 2025). AI adaptation can track student data to customize content and feedback, which gives them a more personalized, learner- centered experience (Han, Liu, & Xiang, 2025). This shows the importance of integrating AI into SLC service to ensure enhanced learner experience, efficiency, and long-term sustainability in remote education.

However, companies that offer AI-adapted educational products report both promises and challenges. According to Kousa and Niemi (2023), EdTech companies recognize significant ethical and regulatory challenges related to AI usage. Many companies reported that ambiguity in regulations, inequalities in human learning, and ethical dilemmas are crucial factors related to AI integration into their services, while many firms raised concerns regarding AI's reliability and transparency. This study stresses that AI- driven tools must be safe, understandable, and accessible to all user groups. EdTech companies are using AI to improve learning solutions, but they must tackle practical issues, such as teacher training, to make these solutions effective and fair (Kousa & Niemi, 2023). Considering these factors when

integrating AI into a company's operations is extremely important to avoid drawbacks and maximize potential benefits.

1.4.4 AI-Human Hybrid Models

The challenges of AI integration into education can be mitigated through AI-Human hybrid models, as they can create a more balanced, human-centered approach (Yang et al., 2021). The U.S. Department of Education (2023) states that AI should support, not replace, human educators. Writing support could become fairer and more effective with human feedback enhanced by AI (Cardona et al., 2023). Moreover, hybrid models can help ensure accuracy, maintain motivation, and address ethical issues like reliability and transparency (Wei & Zhou, 2023). Therefore, digitalization of remote educational systems through AI adaptation can reduce reliance on conventional academic staff and create new educational opportunities (Bogoviz et al., 2019).

However, elaborate and planned preparations are essential for this digital transformation. Many teachers lack the skills and experience required for using AI-enabled educational tools, so they may face numerous challenges, including technical issues and communication gaps (Kim et al., 2022). Seo et al. (2021) noted that the quality of teachers' service delivery, teaching styles, and assessments can be significantly reduced by technical issues. Therefore, it is important to equip teachers with the necessary technological and digital skills so that they can use AI effectively to improve students' learning experiences (Healy & Blade, 2020). Expanding teachers' skills and understanding of AI usage in teaching and learning efficiently requires continuous professional training, technological support, and teacher education programs (Ng et al., 2023).

In summary, existing literature suggests that AI in remote education can greatly enhance consistency, scalability, and efficiency, but also brings risks like depersonalization, reduced critical-thinking skills, and accessibility gaps. Despite these findings, the effects of the recent rise of AI on remote educational and language learning services, especially regarding service quality, efficiency, and future AI integration in developing countries like Bangladesh, remain largely unexplored. This study aims to investigate these important aspects and provide valuable insights through an examination of BacBon's SLC program. Additionally, the study seeks to understand how a AI-human hybrid model could be

designed to maximize benefits while reducing drawbacks. This can help remote educational businesses in developing areas make informed decisions about AI adaptation into their services. As a result, they can create a modern and digitalized learning environment to promote efficiency and ensure long-term sustainability and growth.

Chapter 2: Methodology

2.1 Research Design

Since the impact of Artificial Intelligence on remote educational services in Bangladesh hasn't been widely explored yet, the study is of a descriptive nature. It aims to describe SLC's current operations, SLC personnel's view on AI, and ideas about the changes introduced to their workflow by AI. These aspects have been identified by analyzing personalized insights and experiences gathered through open-ended interviews. This approach helped understand employee experiences, management views, and organizational processes rather than focusing on numerical outcomes. This research adopts a **qualitative case-study design** based on BacBon Limited's Smart Lecture Correction (SLC) program. A case study approach is suitable for this study, as it allows for a deeper examination of the organization's complex operations in a remote language learning context. This design provides valuable insights to understand the program's operations and identify patterns that may inform future strategies for SLC.

2.2 Sampling Method

The study uses **purposive sampling** to select participants who are well-acquainted with the internal operations and quality issues of SLC. This means participants have been selected based on their roles and seniority. This approach was employed to ensure that interviewees possess adequate knowledge and experience to answer the interview questions, which enhanced the relevance and credibility of the collected data.

2.2.1 Participants

A sample of 10 participants was selected for this study. The selected participants included:

- **General Manager** for an organizational and strategic overview.

- **Quality Managers** for insight into quality control, accuracy, reliability, and consistency.
- **English Experts** for personalized insights into everyday experiences of AI interaction, perceived benefits and challenges of AI usage, and other workflow-related factors.

2.3 Data Collection Method

Semi-structured interviews were conducted to collect the necessary data for this study. The interviews included predetermined open-ended questions with room for elaboration, which permitted adequate flexibility. This approach allowed interviewees to elaborately describe their personal experiences with AI, concerns about job roles, and perceived changes in SLC's operations, which enabled an in-depth exploration of relevant matters. This also ensured consistency in the data collection approach while giving interviewees space to express their thoughts and experiences. Various aspects, such as AI usage in SLC's current operations, its impacts on SLC's workflows, and potential benefits and challenges posed by AI integration, were explored in the interviews. The interview questions covered relevant factors, including SLC's service delivery and efficiency, feedback time and quality, user satisfaction and trust, accuracy and reliability, and lastly, ideas for future AI integration into SLC.

2.3.1 Interview Format

Data was collected through **written interviews**. Firstly, participants were sent a questionnaire that consisted of open-ended questions and were asked to respond at their convenience with detailed answers. Since participants could respond at any time and in any manner that they saw fit, the approach ensured substantial convenience and flexibility. With this format, participants could be sent follow-up questions as per requirement after their initial feedback. In a remote educational service, employees often work from home, which requires them to manage flexible schedules and handle deadlines, so this format was a practical and ideal choice for this study.

2.4 Data Analysis Method

Thematic analysis was employed in this study, which aligns well with its qualitative approach and interview-based data. Thematic analysis helps identify patterns in interview responses, which ensures flexibility, consistency, and reliability of the written data collected through interviews in qualitative

studies. Both participants' direct responses and their underlying meanings could be interpreted and analyzed through this method, which helped determine categorized themes that align with the research objectives and research questions of this study.

2.4.1 Steps in Thematic Analysis

- **Familiarizing with the Collected Data:** This includes repeatedly reading the interview responses and follow-ups to properly understand the content.
- **Initial Grouping:** In this step, response areas that refer to the concepts relevant to the study's objectives are highlighted and grouped together.
- **Developing Themes:** Then, previously identified groups are merged into larger themes such as "Efficiency," "Quality Concerns," "Human-AI Collaboration," or "Threats to Job Roles."
- **Refining Themes:** After the themes have been determined, they are reviewed and cross-examined with the interview responses and initial groups again to ensure that they properly represent the data.
- **Interpreting Identified Themes:** Finally, the themes are interpreted and explained to draw meaningful conclusions. For that, they are related to the literature review and compared with relevant data from competing companies.

2.5 Ethical Considerations

The ethical guidelines described below were employed throughout the research process:

- **Informed Consent:** The study's purpose and the voluntary nature of participation were informed to the participants.
- **Confidentiality:** The final report excludes participants' personal information and the company's organizational data to maintain confidentiality.
- **Data Security:** The data collected through interviews were used solely for academic purposes and have been stored securely.

Chapter 3: Findings and Discussion

The thematic analysis of the data collected through interviews revealed four major themes: (1) AI's Role in Efficiency, Reliability, and Quality Assurance, (2) Perceived Benefits and Concerns Regarding AI Usage, (3) Role Shifts and Possible Threats from Human-AI Interaction, and (4) Future Prospects of AI-Human Hybrid Models. These findings offer practical and context-specific insights from BacBon Limited's Smart Lecture Correction (SLC) and also reflect existing literature discussed previously.

3.1 AI's Role in Efficiency, Reliability, and Quality Assurance

Participants affirmed AI's positive contribution to SLC's reliability, especially with assistance in grammar and structural assessments, which significantly reduces human oversight of basic or minor errors. It was revealed that AI even acts as a "second layer of checking" by ensuring that minor issues are not overlooked. At the managerial level, AI helps with identifying common errors and differences between correctors, particularly in feedback styles, tones, consistency, and accuracy, which supports quality assurance. AI also assists with the performance evaluation by providing structured data about correctors' performance against the standard and criteria set by SLC. This shows that AI-based analytics can be used for quality control measures and performance monitoring, which aligns with the findings of Alamri et al. (2023).

Despite these advantages, the participants reported some serious challenges. Managers claimed that correctors' judgment may be compromised if they extensively rely on AI tools or trust AI-generated suggestions without critical evaluation. Consequently, SLC's authenticity may decline, resulting from generalized rather than personalized feedback due to a gradual reduction in correctors' judgment and critical thinking ability. This contradicts SLC's core value of providing engaging and personalized feedback to each student, tailored to their needs and understanding. This indicates that AI outputs require human supervision and judgment to maintain accuracy and contextual relevance, which is reflected in the findings of Quah et al. (2024). Furthermore, participants warned that AI usage poses a risk of reputational damage. SLC promises human-crafted corrections and feedback, so if a high level of AI usage in these core operations is suspected by the clients, they may question the service's integrity and educational value. This indicates the importance of trust, transparency, and authenticity

in AI-adapted remote educational settings, which is also reflected in the findings of Wei & Zhou (2023).

3.2 Perceived Benefits and Concerns Regarding AI Usage

The use of AI as a supporting tool in their daily tasks was admitted by most participants. They also noted that SLC's service delivery is significantly influenced by this widespread practice. According to the responses, feedback quality is substantially improved, and feedback time is reduced, due to the use of AI tools, particularly Grammarly and ChatGPT. Subsequently, a notable improvement in user satisfaction and workflow efficiency has been reported. With AI's assistance, correctors can focus on high-priority issues, including logical and judgmental errors, which reduces turnaround times. Existing literature also supports this aspect, as Panwale and Vijayakumar (2025) noted that real-time feedback can be improved by the use of AI. Likewise, participants stated the importance of the appropriate use of AI to enhance feedback quality, efficiency, and user satisfaction, which aligns with the findings of Cardona et al. (2023), who emphasized the effective adaptation of AI to avoid inefficiency in workflows and a reduction in productivity.

However, participants warned that blind use of AI may create inconsistency in feedback, so careful integration is essential to achieve these benefits while avoiding the possible demerits. It was noted that AI poses the possibility of providing misleading or vague answers, tends to always agree with the user and switch sides when contradicted, and lacks consistent access to real-time data, which raises questions regarding its authenticity and accuracy. Managers also fear that Japanese students may find it difficult to understand AI-generated feedback, as it may be too technical and advanced for their understanding. This goes against SLC's main purpose of making English learning less stressful and more enjoyable for Japanese learners. They also raised concerns that AI may overemphasize grammatical and structural issues, rather than cohesion and logical aspects, as a result of failure in understanding nuanced expressions and tones, particularly in terms of cultural contexts. It was also noted that the lack of personalization and human touch can discourage students from putting effort into their work and learning from the received feedback. Overuse of AI in corrections also raises ethical concerns at the managerial level, as without human consideration, AI might encourage and fail

to discourage unethical or immoral implications in students' work, which has been discussed in the findings of Carstens & Friess (2024).

3.3 Role Shifts and Possible Threats from Human-AI Interaction

Participants reported significant changes in their roles within SLC as a result of the recent rise of AI. With the utilization of AI tools in their daily tasks, they noted gaining important assistance in spotting grammatical mistakes, evaluating essay structures, and recognizing repetitive error trends. This enabled them to focus more on advanced elements like critical analysis, logical consistency, contextual aspects, and culturally appropriate language use, enhancing their personalized feedback. Recognizing and addressing these issues requires human judgment, compassion, and educational understanding, as affirmed by Darwin et al. (2023). Therefore, there are concerns that if correctors depend on AI for these elements, it may lead to operational inefficiency, decreased precision, and a lack of user trust in SLC's service.

Moreover, managers have indicated that the easy access and extensive use of AI, combined with correctors' overreliance on AI, have led to a significant decline in SLC's sales during the previous and current fiscal years. They reported receiving numerous teacher complaints about oversight of logical inconsistencies and vague or misleading explanations. This suggests a gradual decline in user satisfaction and poses a risk to SLC's expansion plans. One common identified issue is the similarity of SLC's feedback system with that of AI's output, as there is a lack of direct and interactive communication between students and correctors, mainly prompted by language barriers and system capacity limitations. This raises threats to correctors' job security, as well as to the long-term profitability and sustainability of SLC's operations. Addressing these threats requires new competencies, including AI literacy, critical analysis of AI results, and strong decision-making skills. This is evident in the research by Ng et al. (2023), which emphasized the need for professional training, organizational support, and educational initiatives to prepare educators with the necessary skills and abilities for the effective and efficient AI implementation in education. To achieve the necessary skills and competencies, participants suggested creating opportunities for their training and upskilling. This reflects the findings of the U.S. Department of Education (2023), which emphasize the

importance of using AI as a support or complementary tool, rather than a replacement for human expertise.

3.4 Future Prospects of AI-Human Hybrid Models

Respondents highly favored the idea of implementing a hybrid model that utilizes AI to improve SLC's services. A frequent recommendation was to incorporate AI in the early stages of correction for managing standard checks. This would enable correctors to dedicate more time to providing deeper insights regarding logic, coherence, tone, creativity, and other areas where human interpretation is crucial. This aligns closely with Wang et al. (2024), who highlighted that collaboration between AI and humans leads to more flexible and compassionate learning experiences. Participants stated that this blended strategy could enhance SLC's service quality, preserve personalization and client satisfaction, and increase operational efficiency and scalability. By combining the speed and reliability of AI with human judgment, empathy, and contextual insight, remote services like SLC can improve service quality while staying flexible in a fast-changing, modern educational environment, which reflects the findings of Yang & Bao (2023).

There have been ideas for even deeper integration, where SLC employs AI-driven virtual whiteboards that blend human-centered brainstorming aids to facilitate real-time writing. In this service, AI can be employed to detect grammar errors and recommend alternative vocabulary, while human experts offer prompts to encourage critical thinking, creativity, and coherence. Yang & Bao (2023) noted that such AI-human hybrid educational systems can provide outstanding opportunities for interactive remote language learning with clear benefits.

3.4.1 Future Extensions of Hybrid Models

Data from interview responses and participant brainstorming revealed multiple potential advancements of AI-human hybrid models beyond writing assistance in the long term. Initially, AI-driven speaking and pronunciation tools with text-to-speech and fluency scoring features were viewed as supplementary services that could enhance language assistance and expand SLC's range of services. In this model, AI would offer initial evaluations, assist users with pronunciation, and provide suggestions regarding vocabulary usage, while human educators would concentrate on contextual, emotional, and

cultural aspects and deliver feedback on creativity and coherence. This service may offer tailored learning experiences through AI analytics, where AI can analyze students' past submissions to identify repeated errors and areas of weakness, such as grammatical mistakes or critical thinking gaps, and human correctors provide tailored guidance to students individually to help them clarify persistent confusion or misperception regarding grammatical, structural, and logical issues. Such an extension can promote SLC's scalability by allowing it to attract a greater range of English learners beyond high school, such as EIKEN examinees. Also, AI can help SLC's management in designing training programs for correctors with the use of digital dashboards where AI analytics are used to trace their quality of work and consistency, as well as client satisfaction with their individual feedback. Such models have been addressed in existing literature, for example, Cardona et al. (2023) and Wang et al. (2024) claimed human intellectual practices can be facilitated, rather than replaced, with the help of personalized AI-human blended remote educational tools and platforms.

However, the implementation of such blended models requires various measures, such as substantial investments, the development of technological infrastructure, and enhanced managerial capacity, among other things. Sayari (2025) discussed these matters, with an emphasis on the significance of adequate investments and digital infrastructure development required for AI integration in remote educational settings. The vitality of pilot testing these suggested services with clear evaluation metrics was strongly suggested by interviewees, especially the managers. This would help assess the feasibility, profitability, sustainability, and scalability of the programs. They also emphasized the importance of measuring the accuracy, user satisfaction, and ethical concerns, particularly data privacy and bias mitigation, of these services. These suggestions reflect the findings of Ramnani (2024), where ethical concerns, especially regarding accountability, transparency, and data privacy, are stated as "the cornerstone" of AI adaptation in educational settings.

Chapter 4: Recommendations

Considering the findings and discussion, the following strategic suggestions can be made to BacBon Limited's Smart Lecture Correction (SLC) service to achieve a balanced, ethical, and effective integration of AI into its remote educational operations. The recommendations are associated with

policymakers, educators, and EdTech stakeholders who strive to introduce AI-human hybrid educational models that could be implemented for long-term sustainability.

4.1 Establish Structured AI-Human Hybrid Protocols

The findings indicate that AI must support human expertise, rather than replace it. Structured workflow should be applied to SLC in which AI tools are utilized to detect primary errors, including grammar mistakes, and data analysis, while human correctors focus on the context, creativity, and critical thinking. A formal operational protocol should be established to outline the stages where AI intervention is acceptable and the points where human judgment is necessary. This will ensure that the quality of education, personalization, and authenticity aren't compromised in any way.

4.2 Invest in AI Literacy and Professional Training

To eliminate concerns regarding the overuse of AI and the decline in human judgment, SLC should introduce programs focused on AI literacy, critical evaluation of AI-generated outputs, the ethical application of AI, and decision-making skills to increase the competencies of correctors. Factors like AI reliability, bias detection, and data interpretation should be involved in these training programs. With the rapid development of AI, constant professional education and training will be required to help employees acquire the skills needed to stay competitive, responsibly handle AI, as well as maintain the educational value of their organizations.

4.3 Enhance Interactive and Personalized Engagement

To address the threat of depersonalization and dissatisfaction among clients, SLC should reconstruct its service delivery framework to facilitate enhanced interaction between the correctors and learners. This may be achieved through the implementation of interactive feedback, virtual AI-enabled writing assistance, and real-time or documented voice or video consultation. This model of feedback delivery would be more personalized than SLC's current written feedback structure, so this can assist in preserving client trust and ensure the human touch to the feedback process to make it more meaningful.

4.4 Develop Ethical Governance and Transparency Frameworks

The research shows that there may be concerns regarding privacy, misuse, reputational harm, and client mistrust in the event of the absence of transparency on the use of AI. SLC needs to adopt a comprehensive policy on the use of AI that outlines the level of AI use in corrections, confidentiality, and data protection policies. Ethical principles that incorporate accountability and transparency, informed use, and avoidance of the use of AI-generated materials without critical assessment should also be established. By informing teachers, learners, and educational partners about these policies, SLC can build and maintain trust and ethical integrity.

4.5 Pilot Testing and Evaluation of AI-Integrated Services

To ensure sustainability in the long term, SLC must create a strategic implementation plan, where pilot testing of newly developed AI-driven services like AI-assisted speaking assistance, pronunciation scoring, or data-driven learning analytics is prioritized. The evaluation of pilot tests must be assessed on the basis of the measurable indicators like accuracy, learner outcomes, engagement levels, operational efficiency, and financial viability. There should also be a user feedback system that would help SLC constantly adapt and improve its services according to user demands in terms of performance outcomes.

4.6 Strengthen Technological Infrastructure and Collaboration

As the results reveal, technological infrastructure and capacity are major aspects that significantly impact AI integration. SLC needs to invest in the necessary digital infrastructure, data management systems, and AI-compatible platforms that can assist in providing advanced hybrid services. Collaboration with the AI developers and educational institutions can also grant access to the necessary technical support, create opportunities for co-development, and ensure substantial enhancement of innovation capability.

4.7 Explore New Business Models and Service Diversification

To prevent the risk of job displacement and loss of revenue linked to the use of AI, SLC can consider offering diversified services, such as AI-enabled creative writing assistance, real-time speech feedback, individual corrector performance dashboards, and customized learning options. However, it

is essential that these services maintain a high level of human supervision, and AI is used as a decision-support tool. Hybrid service models with diversification will also assist in client retention and ensure enhanced flexibility in competitive EdTech markets.

In summary, adopting AI-human hybrid models requires both operational readiness and strategic approaches. The recommendations emphasize the need to preserve the educational essence of SLC while maximizing AI's potential for scalability, quality assurance, and innovation. Both operational preparedness and strategic approaches are needed for the implementation of AI-human hybrid models. The suggestions focus on the necessity to retain SLC's core value and essence while using AI to the fullest potential level.

Chapter 5: Comparison with Competitors

In this section, BacBon Limited's Smart Lecture Correction (SLC) program has been compared with several services (IDIY, EdulinX, and ELSA), which may be considered SLC's competitors or alternatives. SLC provides educational support largely to a very specific market, which makes it an extremely niche service. Therefore, the above-mentioned alternatives or competitors greatly differ in their delivery methods and service offerings. However, they have also become significant players in Japan's English learning market. The following comparison criteria have been identified to draw a comparison based on various aspects:

5.1 Operations and Service Models

SLC is a human-centered remote English writing-correction service that connects "English Experts" across multiple countries and emphasizes personalized feedback for Japanese students.

IDIY is a direct competitor to SLC, as it is also an online writing service that provides human-centered remote essay-correction and personalized feedback to Japanese students through professional translators, proofreaders, and teachers. IDIY (n.d.) stated that its service emphasizes human corrections, advanced explanation, and a messaging option between learners and correctors. It also reported substantial user activity with over 80,000 members and 800,000 lessons, which positions it as a direct competitor in human-driven correction.

EdulinX functions primarily as an end-to-end EdTech solutions provider for institutions and corporations in Japan rather than a learner-focused writing-correction product. Its strengths are institutional contracts and scalable learning platforms (EdulinX, n.d.), which make it a potential competitor if writing modules are integrated.

ELSA is an AI-driven speaking and pronunciation coach used globally with millions of learners. It may not be a direct competitor for SLC, as its services don't include writing corrections. However, it competes for learner attention and budgets, which makes it an indirect competitor. Its core competency is real-time speech feedback powered by proprietary AI (ELSA Speak, n.d.).

5.2 User Reach and Satisfaction

IDIY possesses a vast collection of lessons and learners, as reported in its publicly advertised usage metrics. This indicates that it holds a significant competitive advantage in Japan's English writing service industry. It claims to be suitable for school-aged English learners looking for reasonable writing assistance services, which has helped the company attract a large number of users and retain user satisfaction.

EdulinX also has a widespread reach and appreciable credibility, mainly in the B2B sector, as it reported providing service to 1270 organizational clients or educational institutions (n. d.). This indicates its strong presence and adequate potential in school partnerships. However, such indicators don't necessarily show the level of student satisfaction with its writing correction service.

Finally, the user reach and adaptation in English-speaking contexts is considerably high for ELSA. Its number of users across the world and high industry recognition reflect significant user trust in its AI-adapted English fluency assistance.

5.3 Scalability and Business Model

SLC can expand through remote staffing and management by utilizing its centralized remote platform and globally distributed correctors. However, several factors, including quality assurance, personnel training, and operational efficiency even in remote settings, can significantly impact its scalability.

Adequate governance and training are essential to address concerns in these areas, which have already been discussed extensively in the “Findings and Discussion” section.

IDIY has larger advantages for scalability through mobile app-based micro-lessons and a large tutor pool, enabling high correction outputs and human feedback while maintaining quality. This model explains its high lesson volume.

EduLinX’s business model provides opportunities for scaling through institutional contracts and platform licensing, so it could outscale SLC rapidly if it adds writing-correction modules.

Lastly, ELSA’s AI-enabled model has the highest potential for efficient scalability, with automated, near-instant feedback, but it is focused on speaking rather than written feedback.

5.4 AI Adoption and Efficiency

The hybrid model recommendation of integrating AI into SLC as a decision-support layer for routine checks while preserving human judgment aligns with SLC’s competitive landscape to transform its current human-centered operations.

IDIY also remains predominantly human-based with limited AI automation, as it prioritizes personalized explanations. This gives high perceived educational value but slower per-unit throughput than higher levels of AI integration or a more advanced AI-human interactive approach.

EduLinX’s platform capabilities position it to integrate AI features at large scales, including analytics and adaptive modules, if strategically pursued.

Finally, ELSA illustrates a high level of AI integration with real-time scoring and user analytics, which offers greater efficiency and cost advantages for oral skills. However, it has some shortcomings in regards to personalization of feedback or a one-to-one learning guide.

5.5 Strategic implications for SLC

SLC can gain a competitive advantage against IDIY by focusing on its core competency, which is its human touch and culturally sensitive, tailored writing feedback for Japanese junior-high and high-school students. However, efficiency and affordability are important factors in ensuring SLC's competitiveness. To gain a competitive edge in these areas, SLC can implement the previously discussed hybrid models and automate selected routine tasks. Moreover, to compete against EdulinX and ELSA, SLC can seek institutional collaboration and additional AI services, such as pronunciation scoring, to expand its service offerings while maintaining its original writing-feedback service.

Chapter 6: Conclusion

This paper examined how Artificial Intelligence (AI) can affect remote educational services with particular focus on BacBon Limited's Smart Lecture Correction (SLC) service. The study used the qualitative thematic analysis of the interview data collected from managerial staff and English Experts to examine the role of AI in service delivery and effectiveness, quality assurance, workforce dynamics, and the possibility of AI-human hybrid models in a Bangladeshi private remote educational service setting. The results indicate that the AI offers huge potential for improvement in remote language learning through digital transformation, but it also brings complex issues that require a human-centered approach.

The research found that AI plays a significant role in enhancing the efficiency of SLC's operations by shortening the time spent on correcting written texts. This contributes to quality assurance and productivity by assisting correctors with minor, less prioritized areas, as they can concentrate on other higher-priority areas, such as logic, tone, contextual meaning, and creativity. Regardless, the findings also reveal significant threats of overdependence on AI, the depersonalization of feedback, a decline in human judgment, ethical concerns, and decreased authenticity of remote educational services. Using AI without a critical assessment of its outputs can undermine the trust of learners and reduce SLC's organizational value, as well as pose threats to the job security of SLC's employees.

Respondents have also extensively agreed with the implementation of an AI-human hybrid model that balances AI's efficiency and scalability with human judgment and understanding. They have

underlined the significance of AI as a decision-support system, not as a substitute for human expertise. The data collected in this study also helped identify future expansion opportunities, but they would require substantial investments in digital infrastructure, ethical safeguards, and educator training. It has also been pointed out that emphasis on AI literacy, the development of critical thinking ability, and consistent professional training of educators is one of the main strategies to remain sustainable in the remote education industry in the long run.

The research can contribute to the existing literature by providing context-specific information about the private EdTech setting in a developing country. This addresses the literature gaps caused by the focus on technologically advanced countries. It introduces strategic directions to EdTech companies such as BacBon Limited to transform their service delivery without abandoning their human-based educational values. This study concludes that the key to successful implementation of AI in remote educational services depends on the careful implementation of AI-human hybrid models that balance the benefits of AI, including efficiency, innovation, and automation, with core human values, such as empathy, accountability, and integrity. By positioning educators at the core of AI adaptation, services like SLC can significantly enhance remote learning while preserving personalization and client trust, which can help establish future-prepared and sustainable remote learning systems.

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Appendices

Interview Questions

Section A: General Background

1. Can you describe your role and responsibilities within BacBon Limited's SLC operations?
2. How long have you been employed at SLC?
3. What AI-based tools do you currently use in your work in SLC operations?

Section B (RQ 1): Impact of AI on SLC's Service Delivery and Efficiency

1. How do you think the widespread use of AI affects the effectiveness of SLC's service?
2. Do you think AI has improved your work efficiency in terms of correction accuracy, feedback time, and feedback quality? If yes, please explain how?
3. Do AI-based tools help you identify and explain errors to students more easily and understandably?
4. How do you ensure the accuracy and reliability of AI-generated recommendations?
5. How well do you think the outputs of AI tools align with SLC's quality standards and learning outcomes?

Section C (RQ 2): Possible Opportunities and Threats Posed by AI

1. Have you noticed any significant changes in your daily work and responsibilities since the emergence of AI? If yes, can you please briefly explain those changes?
2. What new skills or competencies do you think you should have now to work effectively with AI systems?
3. Have you observed any measurable improvements in student satisfaction or service quality since you started using AI-supported tools in your daily tasks?
4. In your perception, have there been any operational challenges, such as reduced human judgment in assessments or oversight of logical issues, since then?
5. Do you think AI creates opportunities for upskilling and specialization? If yes, can you explain those opportunities as you perceive them?
6. Do you think AI poses any threats to your job security or to the service of the SLC program?

Section D (RQ 3): AI-Human Hybrid and Future Outlook

1. Do you think integrating AI into SLC's current human-centered approach would be beneficial? If so, can you briefly describe the expected benefits?
2. What do you think are the possible challenges and drawbacks of introducing such an AI-human hybrid model?
3. Can you suggest some ideas regarding the adaptation of AI into SLC?
4. What do you think are the necessary steps SLC must take to implement your suggested ideas?
5. What do you think are the potential risks or limitations if SLC relies more heavily on AI in the future? Can you suggest how those risks can be mitigated?
6. Is there anything else you would like to share about the use of AI in remote educational services or how it affects your work?



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Date: 22 October 2025

To Whom It May Concern

This is to certify that Ms. Sazyia Saba has been serving at BacBon Ltd. as an **English Expert** for the **Smart Lecture Correction (SLC)** Service since **September 2025** on a **full-time basis**. In this role, she has been providing English language skill development services to students in Japanese junior high schools (Grades VII–IX) and senior high schools (Grades X–XII) through SLC, working with BacBon Limited to ensure top-quality performance and achieve set targets.

Please do not hesitate to contact us should you require any additional information.

Sincerely,



Muhammad Aminur Rahman
Director of HRD & Research
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