


# Chapter 11

## Natural Language Processing in Conversational AI Tutors: Toward Human-Like Learning Companions

**Ravikumar R. N.**

 <https://orcid.org/0009-0009-3705-1681>

*Marwadi University, Rajkot, India*

**S. Aarthi**

 <https://orcid.org/0009-0006-9064-2091>

*Marwadi University, Rajkot, India*

### ABSTRACT

*Conversational AI tutors, powered by Natural Language Processing (NLP) and Large Language Models (LLMs), are reshaping education by offering personalized, adaptive, and interactive learning experiences. Unlike static digital tools, these systems simulate human-like dialogue, support inquiry-based learning, and provide real-time feedback tailored to individual needs. This chapter explores the evolution of conversational AI in education, core technological components, real-world applications, and ethical considerations. Through case studies such as Duolingo Max and Carnegie Learning's Mika, it highlights the transformative potential of AI tutors across K–12, higher education, and professional training. It also addresses future research directions including emotional intelligence, multimodal interaction, and teacher-AI collaboration, emphasizing the need for pedagogical grounding and responsible deployment. Conversational AI tutors are poised to become vital partners in next-generation learning ecosystems.*

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## INTRODUCTION

Conversational Artificial Intelligence (AI) being transferred into the traditions of education is a groundbreaking occurrence in the patterns of learner-learning exchange and personalisation of learning systems. Conversational AI built on Natural Language Processing (NLP) allows human orientation in interaction between learners and intelligent systems such that learners obtain personalized, adaptive, and interactive learning experiences (Karpagavalli, 2024). Unlike a typical computer-based learning tool, conversational AI tutor may mimic the interactive and versatile qualities of the human tutor and thus can make the educational experience more natural, efficient, and compelling to the learner. Large Language Models (LLMs), such as GPT, Claude and PaLM, allow AI tutors to process, understand, and interpret natural language much more accurately and context-sensitively. These systems can answer questions, clarify things, provide personal-level feedback and take a student through a complex problem-solving process (Borchers et al., 2024). The learner-centric system through this development becomes achievable in the context of the following pedagogical theories: constructivism and inquiry-based learning. As conversational agents become more sophisticated, the opportunities for change in education across the board, K-12, higher education, and professional and graduate fiscal training, are enormous, and conversational agents will close the divide in access, enhance learning, and add to lifelong learning (Bulathwela et al., 2024). The chapter talks about how conversational AI is transforming the field of education and notes the technologies and pedagogies, application techniques and ethics that guide the viability of thinking of such opportunity in modern learning contexts.

## PROBLEM STATEMENT

Even with such huge technological changes in the field of education, learners continue to cope with difficulties regarding access to individual, recommendable, as well as adaptive academic assistance. The existing tutoring systems are either resource demanding or simply are not scalable, and most of the digital learning platforms are incapable of providing real-time, contextual, and emotionally intelligent feedback. Self-paced study in many cases can cause difficulties in learning as responses given to individual learners are not responsive to their thinking capabilities and patterns of learning. Furthermore, the current AI-based systems deployed in education usually make people convey the information; they do not facilitate interactive conversation, critical thinking, or inquiry-based learning. Motivation, retention and a thorough level of understanding are held back by the absence of personalized human-like interaction. With schools and educational facilities working towards inclusive, equitable, and

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