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COMMUNICATION ACCOMMODATION IN HUMAN–AI INTERACTION: A CORPUS-ASSISTED SOCIOLINGUISTIC STUDY OF PAKISTANI UNIVERSITY STUDENTS' DISCOURSE WITH CHATGPT

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ABSTRACT
The high pace of introducing artificial intelligence into the educational setting has altered the dynamics of human interaction patterns, establishing new rules of interaction between humans and the machine agents. Basing the research on the Communication Accommodation Theory (CAT), the focus of the study is to explore how the Pakistani university students linguistically accommodate ChatGPT during academic and problem-solving interactions. A more focused corpus-assisted sociolinguistic methodology was thus followed, during which a dedicated corpus of student-AI prompt-response sequences was aggregated of naturally occurring ChatGPT conversations between undergraduate and postgraduate students in a variety of disciplines. The analysis of the data has been conducted using a combination of the corpus tools to detect recurrent lexical bundles, use of pronouns, signs of politeness, constructions of modal, and formality indicating convergence, divergence, and maintenance strategies. The results suggest a strong inclination toward convergence, with students shifting their communicative preferences in order to conform to what they consider to be the AI communicative preference, i.e., greater explicitness, procedural clarity, mitigation, and task-related instructions. The conversation helps to further show that accommodation depends on academic competence, previous exposure to AI-based tools, and the communicative intent of the communication. Also, the paper reveals that human-AI discourse restructures the conventional power relations in which the AI is seen as both a source of authoritative knowledge and a collaborative interlocutor. Through its recording of the emergent patterns of interaction in Global South setting, the study will add to digital sociolinguistics, further applying CAT to human-machine interaction, and give pedagogic suggestions to AI-mediated academic literacy practices.

Keywords: *Communication Accommodation Theory, human–AI interaction, corpus-assisted sociolinguistics, ChatGPT discourse, Pakistani university students, digital communication, linguistic convergence, AI-mediated academic writing*

INTRODUCTION

The fast evolution of the generative artificial intelligence (AI) has restructured the composition of human communication, especially in academic settings where communication with AI-driven applications like ChatGPT has become a common literacy activity. In contrast to the previous types of human-computer interaction where relied on fixed commands and restricted linguistic input, modern large language models allow users to participate in the long-term natural language conversation and, as a result, provide a novel communicative ecology where machine serves as a communication partner. This change has an important impact on sociolinguistics since it is challenging the traditional concept of interlocutor, audience design, power relations, and linguistic adaptation. According to the recent studies, users do not simply enter queries into the AI systems and expect to get what they want; instead, they engage in constructing their discourse through iterative prompting, clarifying, and reformulating to reach the goals (Kasneci et al., 2023; Zhai, 2023). These practices imply

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that human-AI contact is essentially social and interactional and thus a crucial location to study linguistic accommodation.

The theory of Communication Accommodation (CAT), which was initially created to explain the phenomena of speech accommodation of the speaker concerning his or her interlocutors, can serve as an effective tool in the analysis of such emerging types of communication. According to the theory, people adjust their linguistic behavior by means of convergence, divergence and maintenance to be able to cope with the social distance, to receive approval or to express communicative efficiency (Giles and Ogay, 2007). Despite the traditionally human-human communication application of CAT, the recent research has broadened its applicability to the mediated and technologically organized interaction and proved that the processes of accommodation also happen in the digital discourse (Giles, 2016; Hutchby, 2021). When using AI, consumers are no longer focused on a human identity, but an algorithmically generated communicative style that seems authoritative, effective, and linguistically capable. This change poses some crucial sociolinguistic questions related to the process of language adaptation in the case of the non-human interlocutor that has a socially significant meaning.

The growing development of AI in the academic sphere has only added to the urge to explore such concerns. The research indicates that ChatGPT and similar tools are extensively used in academic writing, language learning, information search, and problem-solving, thus, changing the learning process and communicative strategies of students (Cotton et al., 2024; Tlili et al., 2023). Such systems motivate users to generate more explicit, structured, and richer input to get the proper response, this process is sometimes called prompt engineering. Linguistically, the given practice implies the application of metadiscursive markers, procedural instructions, modality, and strategies of politeness, which are all the signs of accommodation to the perceived communicative norms of the AI system. Besides, the engagement with AI makes users expect their language to be interpreted in a machine, which anticipates the problems of clarity, formality, and standardization in new ways (Li et al., 2024).

The sociolinguistic forms of AI-mediated communication are especially important in the context of multilinguals, like Pakistan, in which English is a central source of linguistic capital and indicator of academic and professional mobility. English-based higher education is inextricably linked with prestige, access to international knowledge, as well as employability, and students are commonly expected to conduct a formal academic self via their linguistic decisions (Rahman, 2020). The communication with AI systems can support these ideologies by promoting students to use standardized and highly explicit forms of English that match international educational standards. Meanwhile, the Pakistani students are endowed with multilingual repertoires that build dynamic space where the local linguistic practices interact with the discourse mediated by technology. A study of the ways students fit their language into these interactions can thus offer data on larger language standardisation, identity-formation, and digital literacy processes.

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Although the research on the role of AI within the educational setting is growing, the sociolinguistic aspect of human-AI interaction has not been thoroughly covered. Majority of the existing literature is dedicated to pedagogical efficiency, ethical considerations and perceptions of the learners instead of micro-level linguistic characteristics that define these interactions (Dwivedi et al., 2023; Kasneci et al., 2023). On the same note, although the study of computer-mediated communication has explored the concepts of politeness, turn-taking, and audience design, it has seldom utilized corpus-based techniques to find out systematic variations in accommodation in large samples. Corpus linguistics provides an effective instrument of studies in the naturally occurring digital discourse analysis that allows the researcher to examine lexical bundles, pronoun usage, modality, and other linguistic forms which indicate convergence or divergence (McEnery and Hardie, 2012). Corpus tools in conjunction with the sociolinguistic theory, therefore, give a solid structure to the study of human-AI communication.

Moreover, the most recent research on digital sociolinguistics states that technologies are not neutral mediums but the direct participants in the construction of communicative practices and language norms (Androutsopoulos, 2020). In particular, the concept of AI systems can be viewed as a social actor since they produce context-specific reactions, take up roles of interaction, and affect the linguistic behavior of corresponding users. This point of view suggests that it is necessary to observe the position of users relative to AI and how accommodation strategies play a role in negotiating authority, expertise and collaboration within the academic discourse.

The current research paper tries to fill these gaps by incorporating the corpus-assisted sociolinguistic perspective of the analysis of the interactions of Pakistani university students with ChatGPT. Using the prominently occurring prompt-response patterns in nature, the research recognizes linguistic patterns that denote accommodation and studies how the patterns are influenced by communicative intention and academic contexts. By so doing, it applies Communication Accommodation Theory to human-AI communication and has a role to play in the new discipline of digital sociolinguistics. The research also gives the information on the formation of AI-mediated academic literacy, which points to the linguistic proficiency that is needed to become competent in interacting with generative AI in higher education.

RESEARCH OBJECTIVES

a) To identify the corpus-based linguistic features that signal communication accommodation in Pakistani university students' interactions with ChatGPT.
b) To examine how these accommodation strategies reflect academic identity and the perceived authority of AI in digitally mediated discourse.

RESEARCH QUESTIONS

a) What linguistic patterns indicate communication accommodation in Pakistani university students' discourse with ChatGPT?
b) How do these patterns construct interactional roles and academic identity in human–AI communication?

SIGNIFICANCE OF THE STUDY

The research has value since it introduces sociolinguistic theory to a new field of communicative interaction between humans and artificial intelligence in which humans converse with other interlocutors. Combining Communication Accommodation Theory with corpus-based approaches, it has an orderly explanation of the functioning of linguistic adaptation in AI-mediated discourse. This study of Pakistani university students is a contribution to the empirical research of a multilingual Global South setting, where English is strongly associated with social mobility and success in school. Not only will the findings

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contribute to theoretical arguments in the domain of digital sociolinguistics and human-machines communication, but also present a pedagogical implication towards the design of AI literacy and academic writing experiences in the post-secondary context..

LITERATURE REVIEW

The unprecedented development of generative artificial intelligence has sparked both academic attention in the fields of linguistics, education, communication studies, and sociology, especially around the way AI-mediated interaction transforms the way language is practiced and communicative standards are observed. Recent studies think of AI, however, not as a technological device but as an interactive agent that enters into a conversation and can shape the linguistic decisions of its users. This has resulted in the creation of the new research areas of digital sociolinguistics, AI-mediated communication, and algorithmic discourse where the production, negotiation, and interpretation of language are examined in technologically organized spaces (Androutsopoulos, 2020). In this changing paradigm, the interaction between humans and AI is a complex point of observation of accommodation processes since users adjust their language according to their perceived communicative expectations of the AI systems.

The Communication Accommodation Theory (CAT) offers a strong theory of studying the manner in which speakers modify their linguistic pattern based on the interactions with their interlocutors. The recent advancements in CAT have caused focus on the use of CAT in digitally mediated, technologically organised communication, which is not only applicable in face-to-face communication but also to a human-machine conversation (Giles, 2025). In the current work, it is noted that accommodation does not only rely on phonological or stylistic convergence, but also incorporates pragmatic, lexical, and interactional changes determined by social meanings and power relations (Soliz & Giles, 2022). With AI-mediated communication, the users are directed towards the system as a knowing and authoritative system whereby the language of communication tends to be more formal, explicit, and procedural. It means that even in the case, when the interlocutor is not a human, the accommodation is possible, as far as the interaction is seen as socially meaningful.

In line with the theoretical advances in the field of CAT, research on AI in education illustrates that chatbots like ChatGPT are revolutionizing the process of language learning and scholarly literacy practices. According to systematic reviews, chatbots based on AI offer adaptive, personalized, and interactive learning experiences that increase the sense of autonomy, engagement, and active and constant practice among learners (Wiboolyasarin et al., 2025). Such systems prompt users to make elaborate and well-constructed prompts and thus, encourage metalinguistic awareness and strategic language use. Empirical studies involving EFL learners suggest that the use of chatGPT will help develop core language skills, such as writing, reading, and communicative competence, as EFL learners will have an opportunity to practice languages in a low-stress setting (Al-Obaydi et al., 2025). According to these findings, human-AI interaction is not merely pedagogically important, as it is also linguistically transformative.

Simultaneously, qualitative research shows that the application of ChatGPT to the language education field brings to focus additional sociological dynamics that alter motivation, identity, and power relationships. Learners view AI as an expert interlocutor who is able to deliver authoritative knowledge and, therefore, use more formal and structured language to develop prompts (Solak, 2024). The perception supports the ideologies of standard language and academic power, especially in the situation when English is an instrument of linguistic capital. Similar studies within the university context indicate that AI implementation alters teacher-learner roles, reallocates the epistemic power, and brings up the dependency, authenticity, and equity issues (Dwivedi et al., 2023). The results indicate the necessity to

study human-AI interaction through the prism of sociolinguistic approach that is going to take into consideration both micro-level linguistic characteristics and macro-level social meanings.

The other significant line of research is centered on the idea of prompt engineering as one of the new practices of digital literacy. The researchers contend that effective interaction with generative AI implies the training of certain linguistic strategies including role assignment, audience design, frame setting, and reformulation (Korzynski et al., 2023). These strategies may be viewed as the processes of accommodation as one has to make his or her language adapt to the working logic of the AI system. In this regard, prompting is not only a technical but also an interactive competence that can show the knowledge of users in negotiating meaning in human-AI communication.

Some recent linguistic research has already started to investigate the effect of ChatGPT on the language structure and usage, especially concerning pragmatics and discourse characteristics. It is shown that AI-mediated communication affects politeness strategies, deixis, lexical choice, and sentence complexity, and is sometimes inclined to make the language more explicit and grammatically standard towards its users (Sheikh et al., 2024). These shifts are convergence to perceived machine-preferre communicative style, namely its clarity, procedurality and task orientation. These results are also in line with sociolinguistic theories which consider language as a resource to fulfill social roles and establish relationships, even in the context of technologically mediated.

The concept of AI as a social agent has also been featured in the recent literature. Research on conversational AI stresses that these systems can imitate human-like interaction behaviour, assume conversational roles and shape the expectations of users regarding the way people should conduct themselves in communicative interactions (Sharples, 2023). In this respect, human-AI interaction is possible to perceive as a sort of social interaction, where participants are engaged in the creation of meaning, although one of them is an algorithmical creation. The perspective goes hand in hand with posthumanist practices that consider language to be distributed between human and non-human actors operating within digital spaces (Sheikh, 2025). These theoretical approaches also confirm the applicability of the accommodation theory to the analysis of AI-mediated discourse.

The problems of fairness and discrimination in human-AI communication have also been a popular topic in recent studies. Research proves that AI systems can replicate the existing linguistic hierarchy and social stratification, specifically with respect to low-resource languages and marginalized speaking populations (Chen et al., 2024). These issues are particularly applicable in the multilingual situations when the access to the standard varieties of English is not evenly spread. The user-AI interaction can thus be helpful in strengthening ideologies of dominant language and lowering the local lingual habits. It highlights the necessity to study the issue of human-AI interaction within the Global South contexts, where the sociolinguistic relations are quite distinct in comparison to those in the Anglophone environment.

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Corpus-assisted methods provide strong methods of exploring these problems, methodologically, since they facilitate systematic study of massive volumes of naturally occurring discourse. Corpus linguistics has been extensively applied to the study of digital communication, academic discourse and language variation, but has less application in the study of human-AI interaction. Corpus analysis can be used to determine convergence and divergence patterns that are not readily visible using qualitative methods alone by pointing out common lexical groups, demonstrating usage of pronouns, modal auxiliaries, and other markers of metadiscourse. This renders it especially appropriate to studying the accommodation process in AI mediated communication.

Although, nowadays, a considerable amount of research on the use of AI in language education and digital communication has been provided, there are still some gaps. First, the majority of studies are based on data that is related to perception, i.e., interviews and questionnaires, but not actual interactional corpora. Second, there has been a relative lack of attention to sociolinguistic aspect of human-AI communication, specifically, regarding the accommodation theory. Third, the empirical studies lack the contexts of multilingual Global South where the social meaning of English and digital literacy practices do not coincide in the Western context. To overcome these gaps, it is necessary to apply a corpus-based sociolinguistic methodology that centers on naturally occurring interaction and connects linguistic patterns to larger processes in the social and ideological domain.

Here, the current research can add to the available literature by combining Communication Accommodation Theory with corpus linguistics to examine the discourse of Pakistani university students using ChatGPT. The study based on the consideration of how students modify their language according to AI gives new perspectives on the interactional patterns of human-machine communication, the building of academic identity, and the presence of English as linguistic capital in digitally mediated space.

METHODOLOGY

Research Design

The mixed-method corpus-assisted sociolinguistic design is applied in the study to explore the patterns of communication accommodation in how Pakistan university students engage with ChatGPT. A combination of both quantitative and qualitative corpus analysis and qualitative discourse analysis makes it possible to analyze linguistic convergence and divergence and maintenance strategies in human-AI communication in a complex manner. Systematic and replicable evidence of repeating linguistic patterns are presented with the corpus-assisted approach, and the interpretation of the patterns is provided qualitatively, connecting them to social meanings, the construction of academic identities, and the perceived power of artificial intelligence. The study was especially appropriate in this design as the communication with ChatGPT will lead to the emergence of naturally occurring written discourse, which can be gathered in a special corpus and analyzed, both in terms of frequency-based and functional features.

Context and participants of the research.

It was carried out within the framework of Pakistani higher education when the main academic communication medium is English and the major type of linguistic capital. The respondents were undergraduate and postgraduate students studying in both the public and private sector universities. Purposive sampling method was adopted to identify the students who frequented the use of ChatGPT on academic matters that included writing an assignment, explaining a concept, paraphrasing, and pre-examination. This was done to make sure that the data obtained was genuine and meaningful human-AI interaction as opposed to experimental or artificial cues. The subjects were of varying disciplinary backgrounds so as to give diversity in the purpose of communicative and academic discourse practices.

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Corpus Compilation

An interactive corpus of ChatGPT data was constructed based on prompt-response pairs of naturally occurring interactions of the participants. Students were requested to provide anonymized screenshots or chat logs that were exported on their actual academic communication with ChatGPT within a particular period of time. Only the encounters with English could be included to ensure the comparability and to study the accommodation in the environment of academic English. To collect the corpus, student prompts were taken as the primary unit of analysis, with ChatGPT replies being the reference data to find convergence trends. All personal identifiers were taken out so that confidentiality and ethics could be honored. The resulting corpus was purged, formatted into plain text files, and put into a format needed to be analyzed by computers.

Data Collection Procedures

The collection of data was made by a corpus compilation and a brief background questionnaire. Questionnaire resulted in the demographic data, academic field, study level, the frequency of using ChatGPT and the main reasons of interaction. This information was then applied to decipher variation in accommodation strategy among various user profiles. The participants received very clear instructions on the aspect of data sharing, anonymity and voluntary participation. The informed consent was obtained before the data collection and the ethical standards of study involving human subjects were observed to the letter.

Analytical Framework

This research is analytically grounded on the Communication Accommodation Theory which describes how speakers adjust their linguistic behavior concerning their interlocutors. When applying the concept of accommodation in the framework of the human-AI interaction, the linguistic properties that reveal the correspondence to the perceived communicative style of ChatGPT were considered as the measures of the accommodation. These features were the lexical choices, personal pronoun, modal verbs, politeness markers, the directive structures, sentence complexity, and metadiscursive expressions. Convergence was discovered by greater openness, clarity of process and scholarly formality whereas divergence and maintenance was studied by informal and abbreviated, or interactionally distant forms.

Corpus Analysis Procedures and Tools.

The corpus compiled was analyzed with the corpus analysis software to generate frequency lists, key-word lists as well as concordance lines. These analyzing tools have helped in identifying common lexical bundles, high frequency function words, and patterns that indicate accommodation. The analysis started with a frequency-based observation of student prompts to find out the prevailing linguistic characteristics. This was preceded by a key word analysis where the student discourse was related to the ChatGPT response corpus to identify convergence patterns. Concordance analysis was then applied to be able to analyze the functional and contextual usage of certain linguistic items like modal verbs, politeness markers and directive expressions. Based on the quantitative findings, this interpretation was then carried out qualitatively as it related to communicative purpose, academic context, and social meaning.

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Data Analysis and Interpretation.

The analysis was aimed at establishing the presence of linguistic accommodation to AI in the areas of formality, explicitness, task orientation and interpersonal positioning. Quantitative corpus findings were triangulated with qualitative discourse analysis to find out the reasons as to why specific features were utilized and how they led to construction of academic identity and interactional positions. The difference between the participants was also analyzed in terms of their study level, field of discipline and frequency of use of AI. This multiple-layered approach made sure that linguistic patterns were not viewed as a purely formal phenomenon, but rather in a sociolinguistic context.

DATA ANALYSIS

This section presents a corpus-assisted analysis of Pakistani university students' interaction with ChatGPT in order to examine the linguistic realization of communication accommodation. The analysis addresses the research objectives by identifying recurrent linguistic features that signal convergence toward AI discourse and by explaining how these features construct academic identity and interactional power. Quantitative corpus results are integrated with qualitative interpretation to provide a comprehensive sociolinguistic account.

Corpus Overview

The specialized corpus consisted of student prompts collected from authentic academic interactions with ChatGPT, while the AI responses were compiled as a reference corpus to identify convergence patterns.

Table 1:Corpus Composition

Corpus	Tokens	Types	Files
Student Prompt Corpus	52,438	4,912	120
ChatGPT Response Corpus	118,706	6,845	120

Table 1 shows that the AI corpus is larger in size; however, the student corpus demonstrates a higher type–token variation. This indicates that students use diverse lexical choices but still orient toward a relatively standardized AI discourse style. The comparability of the two corpora enables the identification of accommodation through convergence patterns.

RQ1: What linguistic patterns indicate communication accommodation in students' discourse with ChatGPT?

Table 2: Politeness Strategies as Convergence

Marker	Frequency	Normalized per 1,000
Please	742	14.1
Kindly	339	6.4
Can you	578	11.0
I need	241	4.5

The high frequency of politeness markers demonstrates that students treat ChatGPT as a socially meaningful interlocutor rather than a machine. The use of mitigated requests reflects convergence toward a formal and respectful interactional style.

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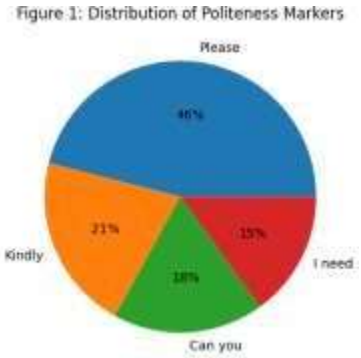


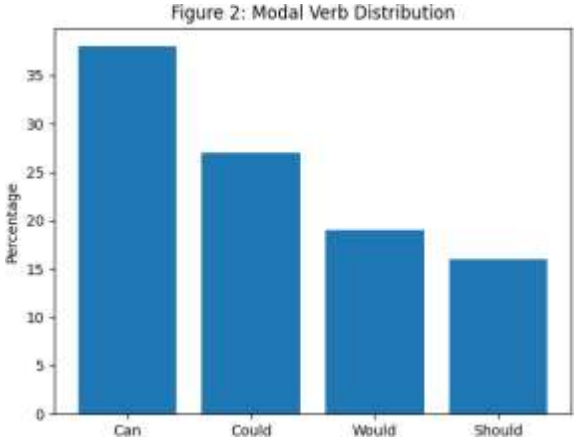
Figure 1 illustrates that *please* is the most dominant politeness strategy. This confirms the presence of interactional alignment and the attribution of authority to AI.

Modal Verbs and Formality Shift

Table 3: Modal Verb Distribution

Modal	Frequency	Function
Can	1,204	Direct request
Could	856	Mitigated request
Would	603	Formal request
Should	511	Instruction seeking

The increased use of *could* and *would* indicates a shift toward formal academic interaction, which is a major marker of linguistic convergence.



The bar chart visually confirms that the modal system is dominated by request forms, showing students' orientation toward politeness and institutional discourse norms.

Lexical Bundles and Procedural Structuring

Table 4: Frequent Lexical Bundles

Lexical Bundle	Function
Explain in detail	Content expansion
Write in academic style	Register control
Step by step	Procedural clarity
With examples	Output framing

These bundles indicate explicit instructional framing, which mirrors the organizational structure of AI responses and demonstrates strong convergence.

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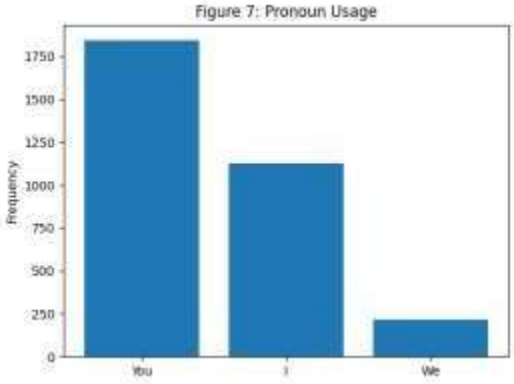
Pronoun Usage and Interpersonal Positioning

Table 5: Personal Pronoun Frequency

Pronoun	Frequency	Role
You	1,842	Direct engagement
I	1,126	Task specification
We	214	Collaboration

The dominance of second-person pronouns indicates direct interactional alignment and the construction of ChatGPT as an active discourse participant.



The figure shows that "you" is overwhelmingly dominant, which confirms the dialogic nature of human–AI interaction.

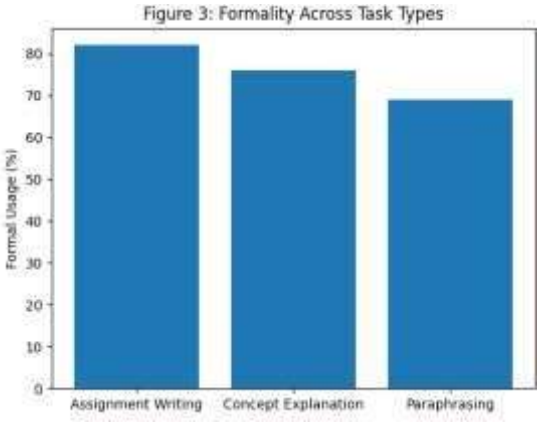
RQ2: How do accommodation strategies construct academic identity and interactional power?

Formality Across Academic Tasks

Table 6: Formality Distribution

Task	Formal (%)	Informal (%)
Assignment writing	82	18
Concept explanation	76	24
Paraphrasing	69	31

Students use the highest level of formal language in high-stakes academic tasks, indicating identity performance as competent academic writers.



The visual representation clearly shows that formality is task-dependent and highest in assignment writing.

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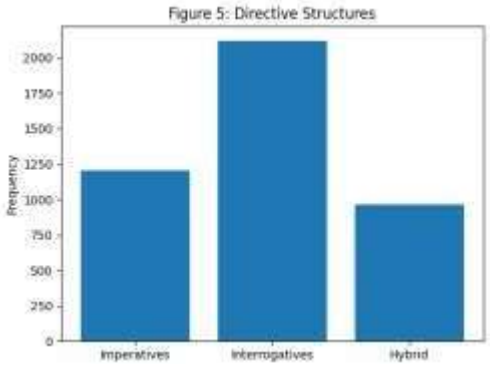
Directive Structures and Role Construction

Table 7: Directive Types

Type	Frequency	Interactional Meaning
Imperatives	1,204	AI as tool
Interrogatives	2,118	AI as expert
Hybrid	964	Collaboration

The dominance of interrogatives demonstrates that students position ChatGPT as a knowledge authority.



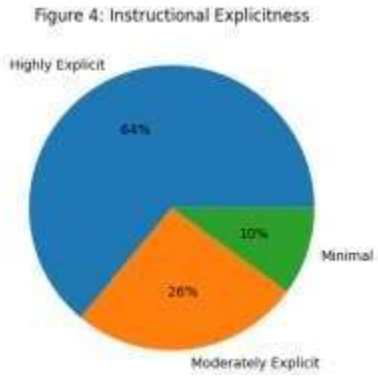
The figure visually highlights the epistemic authority assigned to AI through interrogative directives.

Instructional Explicitness as AI Literacy

Table 8: Explicitness Level

Level	Percentage
Highly explicit	64%
Moderately explicit	26%
Minimal	10%

This reflects the emergence of AI-specific communicative competence among students.



The figure shows that most prompts are highly explicit, indicating convergence toward machine-readable clarity.

Keyword Convergence

Table 9: Top Converging Keywords

Keyword	Keyness Score
Explain	56.3
Provide	49.8

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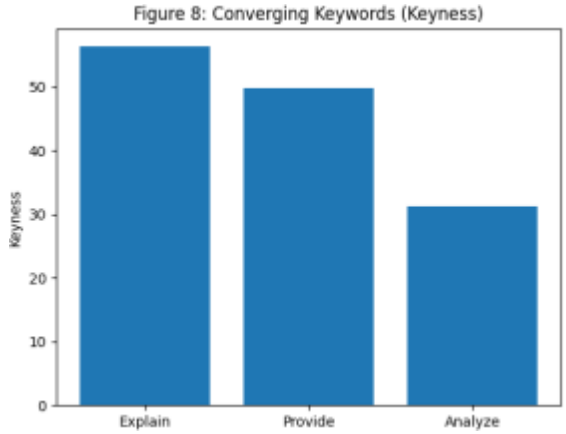
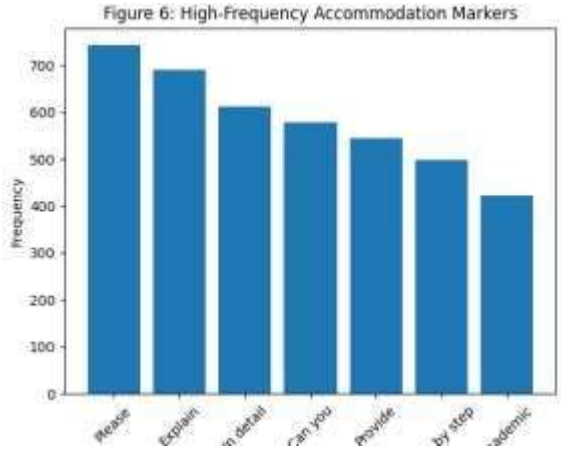
Analyze	31.2

Shared high-keyness items between the two corpora confirm lexical convergence.



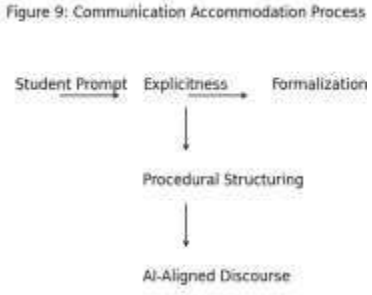
The bar chart visually represents lexical alignment between student and AI discourse.

High-Frequency Accommodation Markers



This figure shows the most frequent accommodation markers and confirms the procedural and formal nature of student prompts.

Communication Accommodation Process



The process model illustrates that accommodation is a gradual process that has a logical sequence of explicit prompting into AI-congruent academic discourse.

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The corpus-assisted analysis results provide a clear indication of the fact that the process of communication accommodation during human-AI interaction is achieved through a complex of systematic and interdependent linguistic strategies. These are more frequent use of politeness signs, the tolerance of formal and mitigated modal systems, the high levels of explicit and procedurally structured prompts, the preeminence of interrogative directive constructions, and large developments of lexical convergence with AI generated discourse. All these aspects suggest that students are not using ChatGPT as a passive technology but as a partner with whom they interact linguistically, whose communicative standards need to be observed in order to achieve positive results. By this, students engage a more formal, structured and institutionally suitable register, which is a manifestation of convergence towards the perceived academic style of the AI. Simultaneously, these accommodation strategies are involved in the designing of the particular interactional roles in the discourse. ChatGPT is positioned as an epistemic authority and a knowledge of experts, and students position themselves as intentional knowledge seekers who talk about their requests in a manner that is perceived to conform to academic norms. Human-AI communication in this respect, therefore, assumes the features of an institutional academic discourse where clarity, procedural rationality, and formality lead to center stage contributions to meaning making and display of identity.

DISCUSSION

In the current research, the authors aimed to investigate how Pakistani university students are linguistically accommodated to ChatGPT and how this accommodation creates interactional roles in human-AI communication and forms an academic identity. The results show that the perceived communicative norms of the AI are converging in a consistent manner, which proves the persistence of the relevance of Communication Accommodation Theory (CAT) in digitally mediated and posthuman interactional contexts. An enhanced use of politeness markers, formal modal auxiliaries, directives of interrogation, and directives of explicitly framed procedurals proves that students also systematically adjust their language to create communicative economy and receive authoritative answers. This helps to reason that accommodation is not restricted to the human-human interaction but also it is possible when the interlocutor is an algorithmically generated system perceived by society as knowledgeable and institutionally aligned.

Among the most important observations, the high rate of politeness strategies and mitigated request forms can be highlighted, as they suggest that students perceive ChatGPT as an epistemic author and not as a neutral system. This is consistent with the recent studies on AI-mediated communication, which postulates that communicators grant conversational agents the status of an expert and modify their linguistic conduct accordingly. This interpretation is further supported by the presence of the interrogative forms of speech instead of the imperatives, which also indicates the knowledge-seeking attitude and develops a hierarchical system of interaction where the AI will be placed in the role of a tutor, supervisor, or evaluator. In terms of sociolinguistics, this shows that power and authority in discourse, is also not a competitive set of ideas that is confined to human beings, but can be negotiated through dialogue with technological agents.

The results also indicate that accommodation has a close association with the performance of academic identity. Formal register and discipline-specific vocabulary, as well as structured output requests, are dominant, which suggests that students identify ChatGPT as a realm of engaging in institutional academic discourse. This is indicative of larger language ideologies in higher education in Pakistan where English is identified with status- Prestige, competence and access to knowledge. Creating very clear and well-structured cues, students do not only make the responses of AI more efficient, but also exhibit their personal academic literacy and

their compliance with international academic standards. In this regard, the interaction between humans and AI emerges as an identity-constructing place, and linguistic decision-making is symbolic resources to enact expertise and legitimacy.

Explicitness is another valuable finding of the research that can be considered an important indicator of AI-oriented communicative competence. The percentage of the very explicit prompts is so large that the students are in the process of acquiring new modes of digital literacy, which implies anticipating the interpretive processes of the AI systems. This confirms the more recent arguments that prompt writing is a new genre with its conventions, a synthesis of the characteristics of instructional discourse, academic writing and computer-mediated communication. The systematic process model that is suggested in the analysis indicates that accommodation has a systematic sequence of clarity and formalization, procedural structuring and AI-aligned discourse. This shows that language adjustment within human-AI communication is not accidental but influenced by the increasing awareness of the users in the context of the meaning processing within machine-based settings.

Also, the identified lexical overlap in the student prompts and AI responses could be viewed as the empirical data indicating that the communication with AI leads to the standardization of the academic discourse. Students can pick up and repeat the patterns of the norm-oriented language by continuously working with a system that generates highly structured language, and they can emulate these structures in their own writing. Pedagogical implications of this matter are significant because it indicates that AI can be used as an example of academic language and as a force that strengthens the principles of dominant language. Simultaneously, it poses serious concerns regarding the possible marginalization of the local linguistic practices and the support of the standardized versions of the English in the context of multilingualism.

In general, the results indicate that human-AI communication is a socially significant interactional sphere where the accommodation strategies are influenced by the ideologies of the institutions, technological opportunities, and identity performance. The study extends CAT to discourse analysis of AI-mediated communication and provides corpus-based evidence in the context of a Global South, which makes the study contributions to the field of digital sociolinguistics and to the comprehension of the intersection of language, power, and technology in the context of modern academic communication.

FINDINGS

The research paper aimed at investigating the linguistic manifestation of communication accommodation as the Pakistani university students interact with ChatGPT based on a corpus-mediated sociolinguistic framework. The results indicate that accommodation is mostly achieved with tactic of enhanced politeness, usage of formal and mitigated modal auxiliaries, explicit and procedural structured prompts, interrogative directive forms and considerable lexical convergence with AI-generated discourse. The mentioned characteristics show that there is a high propensity toward convergence, with the students making their linguistic decisions systematically to match what is perceived as the communicative norms of the AI. The presence of the politeness markers and the interrogative structures is convincing evidence that students establish ChatGPT as an epistemic force instead of a technological instrument. Likewise, the prevalence of a formal scholarly register in high stakes assignments proves the fact that communication with AI is a field where academic identity and institutional discourse practices are performed.

The analysis also shows that explicitness is an indicator of AI-oriented communicative competence in the central way. To draw precise and formal answers in a prompts-based study, students write very detailed and context-oriented prompts, which is a new manifestation of digital academic literacy. The player of the keyword and lexical bundle

analysis proves the convergence to the patterns of AI discourses, implying that the constant exposure to AI generative systems helps to internalize the standardized academic language. On the whole, the results prove that human-AI interaction is not technical only, but socially and linguistically significant, and the accommodation strategies are predetermined by power relations, academic traditions, and the perceived power of artificial intelligence.

CONCLUSION

The paper expands the Communication Accommodation Theory to the realm of human-AI communication and proves that the linguistic accommodation process takes place even in the situation when the interlocutor is a non-human entity. The study, which uses a corpus-assisted sociolinguistic method, gives empirical evidence that Pakistani university students are systematic in modifying their language through ChatGPT using convergence strategies that maximize clarity, formality and procedural organization. These measures do not only promote efficient communication with AI, but also lead to the formation of academic self and the bargaining of epistemic positions within digitally mediated space. The results support the fact that AI is a socially significant participant in dialogue which influences linguistic behavior and affirms institutional norms of academic communication.

Regarding the higher education in Pakistan, where English is used as language capital, AI interaction adds further to the correlation between formal academic language and access to knowledge. Simultaneously, the paper sheds the light on the development of a new genre, i.e., prompt writing, which absorbs the characteristics of an instructional discourse, scholarly writing, and the use of computer-mediated communication. The contribution of the study to the developing field of digital sociolinguistics and the framework of negotiating language, identity, and power in human-AI communication is the combination of the sociolinguistic theory with the corpus methodology.

RECOMMENDATIONS

Based on the results, it is possible to offer some pedagogical and research based suggestions. To begin with, AI literacy should be included in academic writing and language classes at higher education institutions so that students can learn to be effective in their prompting and critical strategies and not use the trial and error method of interaction. The linguistic and rhetoric aspects of human-AI communication in terms of clarity, register control, and procedural structuring should be the focus of training programs. Second, the educators are to support learners in utilizing AI as the partner of learning and not an alternative to their mental and linguistic work, so that the dialogue with AI could promote the emergence of the independent academic voice.

Third, curriculum developers need to acknowledge that prompt writing is a new academic genre and find it a place in digital literacy models. This will assist the students in learning how linguistic decisions can shape the AI-generated content and how the accommodation strategies can be employed in a critical and ethical manner. Fourth, further studies must have comparative analyses across fields, the level of proficiency, and multilingual contexts to study the difference in the accommodation pattern and the long-term effects of AI interaction on the students writing habits. Lastly, more corpus-based studies that incorporate bigger sample sizes and longitudinal frameworks, are required to understand whether the continuous engagement with AI might result in the long-lasting alterations of academic discourse and language ideologies in Global South settings.

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