Response to Sugiharto, "Comprehensible input as social alignment."

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It is true that my work and the work of my associates has focused mainly on the cognitive aspects of language aquisition. But it is not true that we have ignored non-cognitive variables. Our papers have discussed the role of poverty, the importance of access to reading material, the role of librarians, the role of parents, the function of interaction, club membership, personality, technology, etc.

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My impression is that many of those who focus on social aspects of language acquisition ignore the cognitive aspects, not just in one or two papers but in all their work.

It is also not true that our studies are "highly descriptive in nature and lack explanatory power." The standard definition of explanatory power is "the ability of a hypothesis or theory to effectively explain the subject matter it pertains to." (e.g. Dekkers, 2015, p. 65). All of our studies are designed to test central hypotheses in language acquisition theory and the hypotheses have done a good job in explaining many phenomena in language acquisition. All description contributes to hypothesis testing.

Reference

Dekkers, R. (2015). *Applied systems theory*. Springer International Publishing: Switzerland.