The theme selected for the 2019 EuroCALL conference held in Louvain-la-Neuve was ‘CALL and complexity’. We decided to opt for a positive vision of complexity. As languages are known to be intrinsically and linguistically complex, as are the many determinants of learning (additional) languages, we wanted to view complexity as a challenge to be embraced collectively. The 2019 conference allowed us to pay tribute to providers of Computer Assisted Language Learning (CALL) solutions and to recognize the complexity of their task, to acknowledge the notion of complexity to ensure the provision of ad hoc CALL solutions, and to draw both learners’ and teachers’ attention to complexity issues so that they can make the most of their learning/teaching experience.

The 27th EuroCALL conference was hosted by UCLouvain in Louvain-la-Neuve (Belgium), in collaboration with KU Leuven, from the 28th to the 31st of August 2019. The local organizing team, with the help of the EuroCALL executive committee and the scientific committee, worked hard to offer the participants a well-filled conference program which included no fewer than:

- 189 paper presentations;
- 4 symposia;
- 10 workshops; and
- 46 posters.

All of these activities were divided into the following sub-themes in CALL: social inclusion, computer mediated communication and telecollaboration, corpora and language learning, digital bi- and multi-literacies, digital game-based language
learning, intelligent CALL, mobile assisted language learning, natural language processing applications, open educational resources and practices, research trends, second language acquisition principles, task complexity, teacher education and professional development, the complexity, accuracy, and fluency framework, and virtual reality and gamification.

We were lucky to have three wonderful keynote presentations!

The first one, by Andrea Révész (University College London, UK), addressed ‘Task complexity and technology-mediated language learning: issues and possibilities’. Andrea explained that despite the substantial theoretical and empirical work on cognitive task complexity in task-based language teaching, the bulk of research on task complexity has so far been conducted in face-to-face settings. Less is known about the effects of task complexity on L2 use and development in technology-mediated environments. In her talk, she explored how the cognitive complexity of technology-mediated tasks may influence L2 production and learning. She also offered suggestions on how task complexity research may be extended in technology-mediated contexts to inform task-based language teaching theory and practice.

The second one, by Detmar Meurers (University of Tübingen, Germany), focused more specifically on ‘Analyzing linguistic complexity’. As pointed by Detmar, linguistic complexity can be analyzed at all levels of the linguistic system, language use, and human processing. Such analyses can provide empirically rich perspectives on second language development, especially given large-scale data available through CALL systems. After illustrating that with EFCAMDAT3 data by 174,000 learners of the Englishtown system, Detmar explored how we can turn from such post-hoc observations of development to CALL interventions aimed at fostering complexity development through adaptive input.

The last keynote, by Jan Elen (KU Leuven, Belgium), was titled ‘Dealing with complex learning: opportunities offered by technology’. Jan showed us that although complex learning goals are at the core of education, achieving such goals is difficult. Technology may help in two respects. First, as the result of technology of education, Instructional Design (ID) models may offer a framework to structure effective education for complex learning. Second, as technology for education and within the context of an ID model, technological tools can be used to support

3. EF-Cambridge Open Language Database (https://corpus.mml.cam.ac.uk/efcamdat2/public_html/)
students’ learning activities. His talk also offered numerous concrete illustrations of all these opportunities.

More information about the keynote speeches, as well as the full program, may be found on the conference website: http://www.eurocall2019.be

We would like to extend our warmest thanks to all participants, presenters, keynotes, special interest groups, and program committee members who made EuroCALL 2019 such a great success.

We would also like to thank the authors of the papers and the many reviewers who offered their time and expertise to ensure the high quality of the submissions included in the present volume. Finally, we express our deepest gratitude to Sylvie Thouësny and Linda Bradley for their hard work and dedication to EuroCALL and its publications.

We hope you will enjoy reading this volume as it offers a rich glimpse into the numerous debates that took place during EuroCALL 2019. We look forward to continuing those debates and discussions with you at the next EuroCALL conferences!