Editorial

We bring the first issue of the fifteenth volume of the International Journal of Computational Linguistics Research with the below papers.

In the first paper, "**Analysis of the Construction of Multimedia Networks for English Teaching Methods with Improved Genetic Algorithm**", the author, *Tang Jun*, uses genetic algorithms and multimedia technology to study the teaching mode of college English in a network environment. The author explored the teaching models that adapt to this environment, which have important practical significance. This study considered factors such as students' learning styles and cognitive levels and adopted various teaching strategies, with situational and cooperative learning. At the same time, the study also utilized multimedia technologies such as speech recognition and artificial intelligence to provide students with a more personalized and intelligent learning experience.

Fangfang Zhou, in the second paper, "**Application Analysis of Classroom Role in Art English Teaching Based on Multiple Models**," viewed the diversity and effectiveness of teaching methods in art English classrooms as having received widespread attention. This paper studied the role of application in art English classrooms from the perspective of multimodal teaching and analysed the roles of teachers, students, and teaching modes in the classroom. The study found that teachers, students, and teaching models play an essential role in multimodal art English classrooms,

In the last paper, "**Language Complexity Trade-Offs: New Empirical Evidence**," the author, *Germán Coloma*, used a newly assembled database of 50 languages with the exact text to provide empirical evidence to evaluate the results. The author found language complexity trade-offs exist and are significant in the context under analysis. The author used partial correlation coefficients, simultaneous regression equations, and non-linguistic and instrumental variables.

We are confident of the linguistic research strength of this published research.

Editors