Dear Editors of *JOLLT*,

We would like to submit an original research article entitled “‘Unpacking’ Strategies in MOOC Teacher Talk of Civil Engineering English in China: From the Perspective of Legitimation Code Theory” for possible publication in *JOLLT*.

This research from the perspective of specialization and semantics dimensions of Legitimation Code Theory, examines the discourse semantic features of the Civil Engineering English textbook, the “unpacking” strategies in teacher talk, and the possible problems in the teaching process of the Civil Engineering English MOOC provided by Nanjing Forestry University, China. Current literature concentrates more on lexical features, translation, bilingual teaching practice, teacher-learner interaction in the offline classroom etc., our paper the textual semantic features of Civil Engineering English textbook and the teacher talk in which teachers “unpack” the text in the online teaching process.

This research finds out that the textbook shows the characteristics of high lexical difficulty and high semantic density; in the teaching process, the teacher, who works as an “intermediary”, mainly adopts “unpacking” strategies such as transforming knowledge code into knower code, improving learners’ knowledge code, and reducing semantic density. However, some defects such as the lack of knower code in teaching content, semantic wave fracture, and the weak comprehensibility of the input content make it difficult to achieve the teaching goal of mastering the elite code. Given these defects, this paper tentatively puts forward some countermeasures and suggestions based on the adopted theory.

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

We deeply appreciate your consideration of our manuscript, and we look forward to receiving comments from reviewers.

Best regards,

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