

Monograph

Möller, V. (2017). *Language Acquisition in CLIL and Non-CLIL Settings. Learner Corpus and Experimental Evidence on Passive Constructions*. Amsterdam: John Benjamins. doi: 10.1075/scl.80

Journal articles

Möller, V. (2020). From pedagogical input to learner output: Conditionals in EFL and CLIL teaching materials and learner language. *Pedagogical Linguistics*, 1(2). doi: 10.1075/pl.00001.mol

Möller, V. (2018). Promoting bilingualism at the primary and secondary level: The role of intelligence, motivation and anxiety. *International Journal of Bilingual Education and Bilingualism*. doi: 10.1080/13670050.2018.1559795

Meurers, D., K. De Kuthy, V. Möller, F. Nuxoll, B. Rudzewitz & R. Ziai (2018). Digitale Differenzierung benötigt Informationen zu Sprache, Aufgabe und Lerner. Zur Generierung von individuellem Feedback in einem interaktiven Arbeitsheft. *FLuL – Fremdsprachen Lehren und Lernen*, 47(2). 64-82.

Chapters

Möller, V. (2017). A statistical analysis of learner corpus data, experimental data and individual differences: Monofactorial vs. multifactorial approaches. In P. de Haan, S. van Vuuren & R. de Vries. *Language, Learners and Levels: Progression and Variation*. Corpora and Language in Use – Proceedings 3. Louvain-la-Neuve: Presses Universitaires de Louvain. 409-439.

Möller, V. (2012). Does immersion make a difference? Compiling annotated corpora to investigate the use of the English passive. In S. Kersten, C. Ludwig, D. Meer & B. Rüschoff (eds.). *Language Learning and Language Use – Applied Linguistics Approaches. Papers Selected from the Junior Research Meeting Essen 2011*. Duisburg: Universitätsverlag Rhein-Ruhr. 151-165.

Möller, V. & U. Heid (2011). The English passive and the German learner – Compiling an annotated learner corpus to investigate the importance of educational settings. In H. Hedeland, T. Schmidt & K. Wörner (eds.). *Multilingual Resources and Multilingual Applications. Proceedings of the Conference of the German Society for Computational Linguistics and Language Technology (GSCL) 2011*. 233-238.

Rudzewitz, B., R. Ziai, K. De Kuthy, V. Möller, F. Nuxoll & D. Meurers (2018). Generating feedback for English Foreign Language exercises. In The Association for Computational Linguistics (ed.). *Proceedings of the 13th Workshop on Innovative Use of NLP for Building Educational Applications, New Orleans, LA*. 127-136.

Conference papers

- Möller, V. (2017). From pedagogical input to learner output: How teaching materials affect the use of the English passive in learner writing. *Learner Corpus Research*, Bolzano/Italy.
- Möller, V. (2016). A question of cause and effect – How educational settings at the primary and secondary level interact with intelligence, motivation and anxiety. *Focus on the Learner*, Konin/Poland.
- Möller, V. (2016). Von Albanisch bis Zazaisch – Mehrsprachigkeit bei Teilnehmern und Nicht-Teilnehmern am bilingualen Unterricht Englisch. *Gesellschaft für Angewandte Linguistik – SPRACH|KULTUR|EN*, Koblenz/Germany.
- Möller, V. (2015). CLIL, learner variables and statistical analysis – What is left when you've done it all? *Learner Corpus Research*, Nijmegen/The Netherlands.
- Möller, V. (2013). How do educational settings at the secondary level impact on learners' use of the English passive? – Evidence from the Secondary-Level Corpus of Learner English (SCooLE). *Learner Corpus Research*, Bergen/Norway.
- Möller, V. (2013). Retrieving passive structures from the Secondary-Level Corpus of Learner English (SCooLE) – How can we make part-of-speech tagging more successful? *Corpus Analysis with Noise in the Signal*, Lancaster/United Kingdom.
- Rudzewitz, B., R. Ziai, K. De Kuthy, V. Möller, F. Nuxoll & D. Meurers (2018). Generating feedback for English Foreign Language exercises. *Innovative Use of NLP for Building Educational Applications*, New Orleans/USA.