

Vesna Dimitrieska
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Bloomington, Indiana 47401
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EDUCATION

Indiana University, Bloomington, Indiana, 2011-2016
Doctor of Philosophy, Literacy, Culture, and Language Education

Boston University, Boston, Massachusetts, 2009
Master of Education, Teaching English to Speakers of Other Languages

Ss. Cyril and Methodius University, Skopje, Macedonia, 2001
Bachelor of Arts, English Language and Literature

CERTIFICATIONS

International House, London, UK,
Certificate in Online Tutoring (IH COLT), 2016

South-East European University, Macedonia
Sheltered Instruction Observation Protocol (SIOP), 2011

University of Cambridge, Cambridge English Language Assessment,
International House, Seville, Spain,
Diploma of English Language Teaching to Adults (DELTA), 2008

British Council, Skopje, Macedonia
English Language Teacher Trainer, 2005

South-East European University, Tetovo, Macedonia
English for Specific Purposes Course Development, 2005

University of Cambridge, Cambridge English Language Assessment,
Stanton School of English, London, UK
Certificate of English Language Teaching to Adults (CELTA), 2004

International Teaching and Training Centre, Bournemouth, UK
Certificate in Teaching English as a Second language, 2002

MANAGERIAL, ADMINISTRATIVE and K-12 EXPERIENCE

Coordinator, Global Education Initiatives, School of Education, School of Global and International Studies, Indiana University, November 2016- present

- Analyze and initiate internationalization efforts in K-12 education across Indiana
- Organize and carry out internationalization of curricula for faculty in Indiana University's School of Education
- Raise the profile of less-commonly taught languages and work on preparing and credentialing teachers of those languages

- Initiate and organize *Global Competence Workshop Series* for pre-service teachers in Indiana University's School of Education
- Lead *Global Literacy Invitation Project* for in-service K-6 teachers from across Indiana
- Organize and carry out professional development for dual language immersion teachers and administrators
- Organize professional development for K-12 social studies teachers
- Lead *Principals Academy on internationalizing schools* across Indiana
- Work on incorporating and supporting *GALACTIC* aspect in *Balfour Pre-College Academy* for minority and diverse high school juniors
- Conduct research to determine the state of the internationalization in Indiana and the effects of the initiated internationalization efforts
- Conduct research on dual language immersion instructional practices; dual language immersion teachers' and administrators' perceptions, successes, and challenges in implementation of pilot dual language immersion programs in Indiana
- Work as a team member in the *Language Roadmap* grant awarded to Indiana University
- Academic advisor for 2017 Fulbright Distinguished Teachers at Indiana University's School of Education

Language Program Coordinator, Bridges: Children, Languages, World Project, Indiana University, December 2014- May 2016

- Served as a liaison with the different community centers, university language partners, and maintains contact with parents
- Created semester-long schedule of classes
- Consulted with the academic director of pedagogy on issues related to orientation, training, and ongoing questions that arose
- Organized and chaired the stakeholders' meeting
- Worked on advertising strategies
- Created and distributed the Bridges newsletter

Project Assistant, STARTALK Bridges 2 Children, Language, and Community Advocacy, Indiana University, Summer 2012; Summer 2013

- Initiated contact and arranged sites for the Practicum
- Organized site visits to determine their suitability prior to the onsite part of the institute
- Participated in pedagogical training of teachers of Arabic, Chinese, and Turkish
- Prepared and proofread documents for the online and onsite portions
- Designed and carried out class activities for the onsite portion
- Observed and provided oral and written feedback on participants' teaching

Academic Deputy Director, Language Center, South-East European University, Tetovo, Macedonia, 2011- 2012

- Worked on curriculum development for the languages taught (English, Macedonian, Albanian)
- Designed syllabi and course materials for the language courses
- Coordinated the work of the level coordinators
- Observed instructors of English, Macedonian, and Albanian
- Reviewed the creation and execution of the mid-term and final exams
- Planned and executed community outreach activities

- Assisted the Language Center Director in the management of the center consisting of 40 teachers of English, Macedonian, and Albanian

TEACHING EXPERIENCE

Adjunct, Department of Literacy, Culture, and Language Education, Indiana University, Bloomington, Indiana, Spring 2017- present

- Courses taught: L441/L524 *Issues in bilingual/multilingual education* (online)
M469/L517 *Content Area Literacy* (on campus)

Associate Instructor, Department of Literacy, Culture, and Language Education, Indiana University, Bloomington, Indiana, 2013- 2017

- Courses taught: L441/L524 *Issues in bilingual/multilingual education* (on campus)
X470 *Socio-psycholinguistic applications to reading instruction* (online)
M445 *Methods of teaching foreign languages* (co-taught)

English Instructor, Language Center, South-East European University, Tetovo, Macedonia, 2003- 2013

- Taught different levels of English (Basic Skills, English, English for Specific Purposes and English for Academic Purposes)
- Cooperated with colleagues in designing the syllabi for the courses
- Coordinated the teachers of a particular level
- Represented the University at conferences and seminars, nationally and internationally

English Instructor, Sunny-Center for Foreign Languages, Skopje, Macedonia, 2001- 2003

- Taught different levels (elementary-advanced) of Basics Skills English to adults and children
- Worked with the director of the Center on elaborating strategies to improve the quality of teaching and entice new customers
- Participated in many seminars and workshops as a part of the teacher development program

English Teacher, Albatros Cambridge University Press Center, Skopje Macedonia, 2001-200

- Taught different levels (intermediate-advanced) of Basic Skills English and Business English to adults

English Teacher, Mak- Big Ben School of Foreign Languages, Tetovo, Macedonia

- Taught different levels (elementary-advanced) of Basic Skills English to adults and children

TEACHER TRAINING EXPERIENCE

Language Coordinator, Bridges: Children, Languages, World Project, Title VI Project, Center for the Study of Global Change, Indiana University, 2012- 2016

- Provided pedagogical training for instructors of Arabic, Chinese, Hausa, Kyrgyz, Mongolian, Persian, Russian, Swahili, Zulu

- Coordinated student instructors of Arabic, Chinese, Hausa, Kyrgyz, Mongolian, Persian, Russian, Swahili, Zulu
- Provided guidance with designing lesson plans
- Observed and provided feedback after lessons
- Engaged in community outreach events

Tutor for University of Cambridge's Certificate of English Language Teaching to Adults, 2010- present

Teaching House, Philadelphia, USA	10 2016
South- East European University, Macedonia	06-07 2015
International House, Riviera Maya, Mexico	11-12 2014
Teaching House, Philadelphia, USA	06-08 2014
South- East European University, Macedonia	06-07 2013
International House, Guadalajara, Mexico	07-08 2012
Language Link, Beijing, China	08-09 2011
South- East European University, Macedonia	06/2011
British Side, Izzet Baysal University, Bolu, Turkey	08- 09 2010
South- East European University, Macedonia	06- 07 2010

- Carry out interviews as a part of the selection of candidates
- Make decisions about the candidates eligibility for the course
- Initiate and maintain contact with the CELTA assessor to organize their visit
- Create course timetable with input sessions, observation schedule, and teaching practice schedule
- Maintain contact with Cambridge Language Assessment to ensure proper handling of candidates' information and grades submission
- Provide guidance to candidates on keeping course documentation and portfolios up to date
- Liaise with the other course tutors on matters related to input sessions, candidates' performance, teaching practice, and written assignments
- Provide constructive feedback on teaching practice and written assignments
- Keep up to date records of documents for the assessor and Cambridge administration
- Inform candidates of their progress on the course
- Organize and conduct one-one tutorials with course candidates

GRANTS and RESEARCH PROJECTS

Buck, G. (PI), Akerson, V. (Co-PI), & Dimitrieska, V. (Co-PI). *A peer-led teaming approach to globalizing rural science teacher preparation in the United States*. Longview Foundation Grant: \$24,998.00.

Dimitrieska, V. (Principal Investigator). (2020-2021). *Indiana Dual Language Immersion Pilot Program*. \$54,459 (6 participating school districts)

Dimitrieska, V. (Principal Investigator). (2020-2021). *Indiana Dual Language Immersion Pilot Program*. \$31,407 (4 participating school districts)

Dimitrieska, V. (Principal Investigator). (2019- 2020). *Indiana Dual Language Immersion Pilot Program*. \$41,103 (6 participating school districts)

Dimitrieska, V. (Principal Investigator). (2018- 2019). *Indiana Dual Language Immersion Pilot Program*. \$55,165 (6 participating school districts)

Dimitrieska, V. (Project Director). (2018-2019). *Global Literacy Invitations Project for K-6 in-service social studies teachers from Indiana*. Project funded by the School of Education and Title VI Centers at Indiana University. \$7,000.

Dimitrieska, V. (Principal Investigator). (2017-2018). *Infusing Global Perspectives in K-16 Education across Indiana*. Longview Foundation Grant. \$31,229

Dimitrieska, V. (Principal Investigator). (2017- 2018). *Indiana Dual Language Immersion Pilot Program*. \$43,338 (6 participating school districts)

Dimitrieska, V. (Principal Investigator). (2016- 2017). *Indiana Dual Language Immersion Pilot Program*. \$36,694 (4 participating school districts)

Dimitrieska, V. (Project Director). (2016-2017). *Global Literacy Invitations Project for K-6 in-service social studies teachers from Indiana*. Project funded by the School of Education and Title VI Centers at Indiana university. \$7,200.

Dimitrieska, V. (Project Director). (2016-2017). *Faculty Workshops in Infusing Global Perspectives into School of Education Methods Courses*. Internal funding from School of Education, Indiana University Bloomington. \$10,000.

Nyikos, M. (Principal investigator) & Dimitrieska, V. (Co-Principal Investigator) (2016-2017). *Examining Early Dual Language Teaching and Learning: The Impact of the Teach To Learn (TTL) Approach on Enhancing DLI Pedagogy*. Proffitt Endowment Grant. \$19,000.

Nyikos, M. (Principal investigator) & Dimitrieska, V. (Co-Principal Investigator) (2016-2017). *Saturday Exploration of Language through Art (SELA)*. New Frontiers Grant. \$47,107

LANGUAGE ASSESSMENT/EXAMINING EXPERIENCE

International English Language Testing System Examiner, British Council Macedonia, 2010-2012

- Recruited by British Council Macedonia
- Trained and Certified to carry out IELTS written and spoken assessments biweekly
- Underwent quality control procedures

REFEREED PRESENTATIONS

2021 “*Global readiness in Indiana towns through School-Community Collaboration*”, National Forum to Advance Rural Education, Indianapolis, IN

2020 “*Global Competence and Digital Badges: A Case Study*”, IUPUI Assessment Institute (Virtual)

2019 “*Making dual language professional development accessible: Lessons from tripartite partnership in Indiana*”, La Cosecha, Albuquerque, NM

- 2019 “*Language immersion programs: The Indiana context.*” IFLTA, Indianapolis, IN
- 2019 “*Towards Language Proficiency: Student Engagement and the Three Modes of Communication*”, IFLTA, Indianapolis, IN
- 2019 “*Statewide K-16 internationalization: The multilayered approach*”, AAC&U Global Citizenship for Campus, Community, and Careers, San Antonio TX
- 2019 “*Curriculum internationalization in a school of education*, NAFSA Research Symposium, Chicago, IL
- 2019 “*Reflective conversation model of language teacher identity development*”, TESOL Convention, Atlanta, GA
- 2019 “*Teaching for global readiness in Indiana: A case study of state initiatives and teacher practices*”, AAC&U Annual Meeting, Atlanta, GA
- 2018 “*Language teacher identity development: Reflective conversation model*”, International Conference on Literacy, Culture, and Language Education, Bloomington, IN
- 2018 “*Instructional practices in pilot dual language immersion programs*”, International Conference on Literacy, Culture, and Language Education, Bloomington, IN
- 2018 “*Dual language immersion programs: Models, benefits, and pathways*”, IFLTA, Indianapolis, IN
- 2018 “*Community-based language learning and less commonly-taught languages*”, IFLTA, Indianapolis, IN
- 2018 “*Global Education Initiatives: Internationalization, Outreach, and Critical Language Opportunities*”, AIEA Convention, Washington DC
- 2017 “*Mapping the trajectory of dual language immersion start-up programs*”, ACTFL, Nashville, TN
- 2017 “*Exploring the impact of teacher educator/researcher’s practices on pre-service teachers’ identity formation*”, Tenth International Conference on Language Teacher Education, University of California, Los Angeles
- 2016 “*Dual Language Immersion in Indiana: Fostering Partnerships*”, INTESOL, Indianapolis, Indiana
- 2016 “*Trajectory of Dual Language Immersion in Indiana: Developments and Possibilities*”, IFLTA, Indianapolis, Indiana
- 2016 “*Language Teacher Cognition and Teacher Learning: Development and Teacher Change*”, TESOL, Baltimore, Maryland
- 2015 “*Meeting the Challenges of Classroom Management and Learner Engagement*”, ACTFL Convention, San Diego, California
- 2015 “*DLI Pilot Program Summer Institute Intro*”, INTESOL Conference, Indianapolis, Indiana

2015 “*Exploring the Utility of Teacher Reflections by Tracing the Pedagogical Knowledge Trajectory*”, CARLA ILTE Conference, Minneapolis, Minnesota

2014 “*Dynamic Community Advocacy for Young Learners: Making Connections, building bridges*”, Central States Conference on the Teaching of Foreign Languages, St. Louis, Missouri

2013 “*Building and Expanding the Pedagogical Knowledge Base of Experienced Teachers*”, FON University, Skopje, Macedonia

2013 “*Reexamining Teacher Reflection: Lessons from Site-Responsive Collaborative Teaching*”, ACTFL Convention, Orlando, Florida

2012 “*Multilayered Interactive Reflection*”, STARTALK Conference, Atlanta, Georgia

2012 “*The Effectiveness of Teacher Talk in the Context of Less Commonly Taught-Languages*”, INTESOL, Indiana University Purdue, Indiana

2009, “*Tools for Independent Vocabulary Learning*”, Language Center, SEE University, Tetovo, Macedonia

2007 “*Creating a Philosophy of Teaching: Learning Styles*”, Language Center, SEE University, Tetovo, Macedonia

2007 “*How to Incorporate Critical Thinking in Language Classrooms*”, IATEFL Slovenia,

2006 “*Critical Thinking Skills*”, ELTAM Conference, Struga, Macedonia

2005 “*Concept Checking*”, Language Centre, SEE University, Tetovo, Macedonia

2004 “*How to Make Your Lessons Better*”, ELTAM Conference, Ohrid, Macedonia

INVITED TALKS/APPEARANCES (selection)

2021 “*Becoming a Globally Competent Teacher: Knowledge*”, Global Education Institute for Teachers: Global Perspectives on Social Justice, University of Iowa, Keynote Address (virtual)

2021 “*Preparing Future Faculty Conference*”, Virtual Panel by Graduate School, Indiana University, Bloomington, IN

2021 “*Global Focus in Indiana*”, virtual Institute for European Studies panel within Beyond Boundaries-Indiana Academies Symposium, Indiana University

2021 “*Dual Language Immersion Programs: Latest Trends in Indiana*”, IFLTA Pam Gemmer Spring Conference (virtual)

2021 “*Global Learning: A Vehicle for Proficiency-Driven Student Engagement*”, Indiana University Center for Language Excellence, Webinar

- 2020 “*Early Language Learning: Privilege or Right*”, NNELL Annual Breakfast & Awards Ceremony, Keynote Address
- 2020 “*Global Literacy Invitations: Africa across the curriculum*”, African Studies Teacher Workshop (virtual)
- 2020 “*N. Macedonian EFL Teacher Educators’ Roundtable on Blended and Online Learning*”, TESOL Teacher Educator Interest Section, Webinar
- 2020 “*Challenges of Dual Language Immersion Program Implementation under COVID-19*”, ACTFL Immersion SIG, Virtual Webinar
- 2020 “*Persevering through Pandemic: Engaging students through global learning in the midst of an international health crisis*”, Virtual Panel by Thrival Indy Academy
- 2020 “*K-16 Global Education Initiatives across Indiana*”, Annual Meeting of the American Association of Colleges of Teacher Education, Pre-Conference Institute, as Best Practice Award Recipient, Atlanta, GA
- 2019 “*The State Landscape of Pilot Dual Language Programs: Lessons from Indiana*”, ACTFL Convention, Washington DC, Keynote for Immersion Special Interest Group
- 2019 “*Towards proficiency in dual language programs*”, Indiana Department of Education Collaboration Day, Washington Township, IN.
- 2019 “*K-12 Outreach and Partnerships across Indiana*”, School of Education Dean’s Advisory Board Meeting, Bloomington, IN.
- 2019 “*Infusing Global Perspective in K-16 Education across Indiana*”, Longview Foundation Board Meeting, New York City.
- 2019 “*Dual language immersion programs: Models, benefits, and pathways*”, IFLTA Pamela Gemmer Spring Conference, Zionsville Community High School
- 2019 “*Dual Language Programs: The Whys*”, keynote speaker, invited by Muncie School Corporation to address parents at Parents’ Night.
- 2018 “*Teaching culture/heritage speakers/dual language immersion/language in the community*”, panelist, invited by the president of Indiana Foreign Language Teachers Association, Indianapolis, Indiana
- 2018 “*Innovative practices in internationalization: ICCI alums in action*”, panelist invited by organizers of the Institute for campus and curriculum internationalization, Center for the Study of Global Change, Indiana University Bloomington
- 2018 “*Community-based language learning and teaching*”, workshop for language instructors at Indiana University, invited by the Center for Language Excellence, Indiana University Bloomington
- 2018 “*Dual Language Immersion Networking Event*”, panelist, invited by the Indiana Department of Education, Warren Township Education Service Center, Indianapolis, IN

2018 “*Language Roadmap Regional Workshop*”, guest speaker, invited by the Language Roadmap team from Indiana University, at Northern Indiana Education Center, Mishawaka, IN

2018 “*Teacher educator’s reflective practices: Uncharted territories?*”, Keynote address at Student-Led Symposium in Language Education, School of Education, Indiana University, Bloomington

2017 “*Promoting global competencies among 21st century educators*”, talk given to the Fulbright Distinguished Teachers, hosted by the Center for International Education, Development and Research, Indiana University Bloomington

2017 “*Best Practices in Dual Language Immersion*”, facilitated the Administrators’ Meeting, Dual Language Immersion Summit, Warren Education and Community Center, Indianapolis, IN

2017 “*Global Education Initiatives through the Center for P-16 Research and Collaboration*”, Partnershare Symposium, School of Global and International Studies, Indiana University Bloomington

2017 “*Internationalization Efforts in K-12 Education across Indiana*”, presented at Title VI Meeting, School of Global and International Studies, Indiana University Bloomington

2017 “*State of Dual Language Immersion Affairs in Indiana*”, presented in Issues in Bi-/ Multilingual Education (undergraduate-/ graduate- level course), School of Education, Indiana University Bloomington

2016 “*International Students’ Experiences in Cross-Cultural Adaptations*”, Panel at the Global Gateway for Teachers, School of Education, Indiana University Bloomington

PUBLICATIONS

Dimitrieska, V., & McClain, L. (2020). Teach globally- Global literacy invitations. *Indiana Literacy Journal*, 49(1), 16-24. (invited)

Dimitrieska, V. (2020). Curriculum internationalization in a School of Education. *NAFSA Research Symposium*, 4, 177- 187.

Kerkhoff, S., Dimitrieska, V., Woerner, J., & Alsup, J. (2019). Global teaching in Indiana: A quantitative case study of K-12 public school teachers. *Journal of Comparative Studies and International Education*, 1(1), 5-31.

Dimitrieska, V. (2018) *Becoming a Language Teacher: Tracing the Mediation and Internalization Processes of Pre-Service Teachers*. Book chapter in P.A. Schutz., J. Hong and D. Cross Francis (Eds.) *Research on teacher identity: Mapping challenges and innovations*, Springer Publishing: New York, NY

Chestnut, C.E., & Dimitrieska, V. (2018). Implementing Indiana’s new dual language immersion programs: Educator perspectives. *Informing policy and Improving Practice Research Brief*. Center for Evaluation and Education Policy.

Dimitrieska, V. (2017). *Features of teacher talk in the context of less commonly taught languages*. *Journal of the National Council of Less Commonly Taught Languages*, 22.

Book review of Thomas C. Farrell, *Promoting Teacher Reflection in Second Language Education (ESL & Applied Linguistics Professional Series, Routledge, 2015)*. Working Papers in Literacy, Culture, and Language Education, Volume 5.

Nyikos, M. Dimitrieska, V. (2015). "A Model for Community-based Language Teaching to Young Learners: The Impact of University Outreach." *Journal of the National Council of Less Commonly Taught Languages*, 14.

Book review of Remi A. van Compernelle, *Sociocultural Theory and L2 Instructional Pragmatics (Multilingual Matters, 2014)*. *Studies in Second Language Acquisition*, 37(1).

Dimitrieska, V. (2011). Current Challenges of the South- East European University's Language Center, *The Language Center Bulletin*, March 2011.

Dimitrieska, V. (2007). Critical thinking skills, *ELTAM Newsletter*.

Dimitrieska, V. (2007). Critical thinking in language classrooms, *Slovenia IATEFL Newsletter, Spring Issue, 2007*.

MANUSCRIPTS (under review and in preparation)

Dimitrieska, V. (under review). *Tensions as impetus for teacher identity development: "But it had to be there!"* Language Teaching Research Special Issue.

Dimitrieska, V. (under review). *Language teacher identity construction: Reflective Conversation*. *Journal of Language, Identity, and Education*.

McClain, L, & Dimitrieska, V. (in preparation). *Global Literacy Invitations*, Handbook Chapter (invited)

Dimitrieska, V. (in preparation). *Modeling practices of language teacher educators*. Journal Article.

Dimitrieska, V. (in preparation). *Unpacking whiteness and its multiple layers*.

Dimitrieska, V. (in preparation). *Examining dual language immersion instructional practices*. Journal Article.

Dimitrieska, V. (in preparation). *Teacher educator reflexivity: taking the double role of a language teacher educator and researcher*. Journal Article.

FELLOWSHIPS

Post-doctoral Fellowship, 2016-19

Leo and Jean Fay Fellowship, 2016-17

Isabel Craig Memorial Scholarship Fund, 2015-2016
Ruth G. Strickland Memorial Graduate Student Scholarship 2015-16
Leo and Jean Fay Fellowship, 2013-14
Ruth G. Strickland Memorial Graduate Student Scholarship, 2013-14
Isabel Craig Memorial Scholarship Fund, 2012-13
Ruth G. Strickland Memorial Graduate Student Scholarship, 2012-13
Hubert Humphrey Fellowship, 2008-2009

AWARDS:

2020 NNEL Award for Outstanding Support of Early Second Language Learning
2020 AACTE Best Practice Award in Support of Global and International Perspectives
2016 Graduate and Professional Student Government Travel Award
2014-15 Professional Development Award
2014 Paul Simon Award for the Promotion of Language and International Studies, 2014
(group award for the work on the Title VI Project, Bridges: Children, Languages, World)

ACADEMIC SERVICE

Reviewer, Language Teaching Research Journal, 2019
Refereed article reader, MEXTESOL Journal, 2017- present
Member, International Outreach Committee, Hamilton Lugar School of Global and International Studies, Indiana University, 2016
Reviewer, TESOL/CAEP, March, 2016- present
Reviewer, TESOL Doctoral Research Forum, 2016
Member, International Programs Committee, School of Education, Indiana University, 2016
Member, Postdoctoral Fellowship Selection Committee, Indiana University, March 2015
Member, Symposium in Language Education Department Organizing Committee, Indiana University, January 2013
Member, Mentoring Award Committee, Indiana University, March 2012
Member, Symposium in Language Education Department Organizing Committee, Indiana University, January 2012
Member, Central Observation Team, South-East European University, 2009-2012
Member, Language Committee, South-East European University, Macedonia, 2010-2012

Conference Organizer, *From Teaching to Learning: Current Trends in ELT*, South- East European University, April 2010

Volunteer at Electronic Village, TESOL, Convention Center Denver, March, 2009

COMMUNITY SERVICE

Member, Hubert Humphrey Fellowship Selection Board, US Embassy, Macedonia, August 2009

PROFESSIONAL MEMBERSHIP

Association of American Colleges and Universities (AAC&U)

American Council on the Teaching of Foreign Languages (ACTFL)

Association of International Education Administrators (AIEA)

English Language Teachers' Association of Macedonia (ELTAM)

International Association of Teachers of English as a Foreign Language (IATEFL)

Indiana Foreign Language Teachers Association (IFLTA)

Indiana Teachers of English to Speakers of Other Languages (INTESOL)

La Cosecha

National Association of Bilingual Education (NABE)

Teaching English to Speakers of Other Languages (TESOL)

LANGUAGES

Macedonian (native); English (native-like); Serbian (fluent); Albanian and Spanish (basic)