Princeton in Ishikawa
Homestay Option: Yes
Maximum Language Credit: 2

Strong Points:

- PII uses the skilled resource of the Japanese teachers to quickly help you reach an advanced ability level while simultaneously helping you understand Japanese culture more thoroughly by offering a plethora of after-school cultural activities. Additionally, having a homestay requires students to always speak Japanese which dramatically increases one’s fluency level. Furthermore, using community projects one is also able to engage with the Kanazawa communities and become an integrated member of the city. (2017)
- Develop close relationship with host family and get to experience a lot of traditional Japanese culture. (2016)
- In 2 months, I was really immersed in Japanese through intense studying in class and communicating with my host family in daily life. The small size of the class (mine has 9 people) allowed for in-depth interactions with the instructors and the peers. The program also hosts many interesting cultural enrichment events and a class trip to Kaga Onsen, which helps me appreciate the diverse aspects of Japanese culture. (2016)
- The Japanese classes were really interesting and high-quality. And the homestay experience was very good. (2016)
- Homestay experience! Kanazawa is very nice. (2015)
- Covered a lot of materials. Allows one to interact much with the community. (2015)
- Intensive and well organized. (2015)

Weak Points:

- PII is relatively short so students are often forced to do homework all the time and not experience the city as much as we would like. That being said, this program is very intensive and there is still plenty of time to have fun, so it’s not a very strong complaint. (2017)
- They should organize more activities for the students to get to know the Ishikawa community outside of classrooms (2016)
- The limited time does not allow instructors to go in-depth into each chapter, so it requires reviewing and frequent practicing. (2016)
- It’ll be better if the cultural activities can last for a longer term for the students to delve into their interests more deeply. (2016)
- Quality of language instruction is mixed. Information is barely taught and hardly reinforced. There is not enough time to process and solidify skills. (2015)
- Possibly too fast to fully internalize all taught material. (2015)