JF Standard for Japanese-Language Education 2010

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Content of the presentation

- What is the ‘JF Standard’?
- Features of the CEFR
- Features of ‘JF Standard 2010’
  - ‘JF Standard Tree’
  - JF Can-do statements
  - ‘Minna no Can-do’ website
  - Portfolio for learning and assessment
  - ‘Marugoto’: Japanese language and culture*

- Implementation in Tertiary Education
What is the “JF Standard for Japanese-Language Education”?

- A tool for designing teaching, learning and assessment programs in Japanese language education.
- A guide for course design, lesson planning, and teaching materials development using can-do statements.
The principle of the JF Standard

The Japan Foundation (JF) has been developing the JF Standard since 2005 based on the principle of Japanese for mutual understanding.

The learning of languages has become increasingly important in this globalized society where people of diverse cultures with diverse values have more occasion to communicate with each other.

The JF believes two competences are required to realise the goal of mutual understanding through Japanese language:

- **Competence in accomplishing communicative tasks** which involves what a person can do by using Japanese

- **Competence in intercultural understanding** which involves understanding and respecting other cultures by expanding one’s horizon through encounters with various cultures.
The JF Standard was developed based on the concepts and content of the CEFR, which serves as the basis of language education in Europe.

The CEFR has influenced language learning not only in Europe, but also on a global scale, and has been used in various language education spheres since its publication in 2001.

The JF Standard enables stakeholders in Japanese language education to exchange information on their teaching and learning with stakeholders of other languages through the common proficiency levels of the CEFR.

※CEFR stands for “Common European Framework of Reference for Languages: Learning, teaching, assessment”
The New Zealand Curriculum
Learning language curriculum achievement objectives

Proficiency descriptor

Level 1 – Level 2 Can understand and use familiar expressions and everyday vocabulary. Can interact in a simple way in supported situations. *(adapted from CEFR Global scale A1)*

Level 3 – Level 4 Can understand and construct simple texts using their knowledge of the target language. Can describe aspects of their own background and immediate environment. *(adapted from CEFR Global scale Level A1)*

Level 5 – Level 6 Can understand and produce more complex language. Can communicate beyond the immediate context, for example, about past and future events. Students can understand and produce a variety of text types. *(adapted from CEFR Global scale Level A2)*

Level 7 – Level 8 Can use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. *(adapted from CEFR Global scale Level B1)*
CEFR Proficiency: 6 Levels

C
Proficient User

C2
Mastery

C1
Effective Operational Proficiency

B
Independent User

B2
Vantage

B1
Threshold

A
Basic User

A2
Waystage

A1
Breakthrough

The New Zealand Curriculum
↓

Level 1 ~ Level 2
Level 3 ~ Level 4
Level 5 ~ Level 6
Level 7 ~ Level 8

Scott and East (2012)
## The CEFR Global scale

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| C2    | Can understand with ease virtually everything heard or read.  
Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.  
Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| C1    | Can understand a wide range of demanding, longer texts, and recognise implicit meaning.  
Can express him/herself fluently and spontaneously without much obvious searching for expressions.  
Can use language flexibly and effectively for social, academic and professional purposes.  
Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |
| B2    | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.  
Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.  
Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| B1    | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc..  
Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.  
Can produce simple connected text on topics which are familiar or of personal interest.  
Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. |
| A2    | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).  
Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.  
Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| A1    | Can understand and use familiar and very basic phrases aimed at the satisfaction of needs of a concrete type.  
Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. |
<table>
<thead>
<tr>
<th>Level</th>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening A1</strong></td>
<td>I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.</td>
<td>I can understand main points of speech on familiar topics, such as greetings, introductions and routine exchanges. I can understand the main points in short, clear, simple sentences.</td>
<td>I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.</td>
<td>I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</td>
</tr>
<tr>
<td><strong>Listening B1</strong></td>
<td>I can understand main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.</td>
<td>I can understand texts that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).</td>
<td>I can write short, simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.</td>
<td>I can use a series of phrases and sentences to describe my reactions.</td>
</tr>
<tr>
<td><strong>Spoken production B1</strong></td>
<td>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans.</td>
<td>I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.</td>
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<td>I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</td>
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The CEFR does not say how languages should be taught, but it is fundamental to the **action-oriented approach** that language learning is a **variety of language use**, which means that language learning too requires us **to use strategies to draw on linguistic resources** in order to **perform communicative acts** (Little 2008).

The CEFR is a generic framework, so the can-do descriptors are often very general. Therefore **for Japanese**, a language specific framework is useful in order to show **specific settings** in which the target language is used.

CEFR descriptors apply to adult language users, and are not always relevant to a classroom setting (Keddle 2004). The JF Standard enables **teachers to create can-do statements** suitable for their learners.
A map of the JF Standard 2010

[JF日本語教育スタンダード2010] では、JF日本語教育スタンダードの概要や、開発に活用方法を知ることが可能です。

1. JF日本語教育スタンダードを使う前に
2. JF日本語教育スタンダードを使ってある
3. みんなの「Can-do」サイトを使って何ができるか知りたい

[JF日本語教育スタンダード2010利用者ガイドブック] は、JF日本語教育スタンダードのより詳しい活用方法を示したもので。

みんなの「Can-do」サイトや、JF日本語教育スタンダードのホームページもあわせてご利用ください。

みんなの「Can-do」サイト（http://jfstandard.jp/cando）
みんなの「Can-do」サイトは、日本語で何ができるかを「〜ができる」という文で示した「Can-do」のデータベースです。コースデザイン、授業設計、教材開発など、Can-doを使った日本語教育支援をサポートします。

ログイン
目指す対象者に合わせ、必要となるCan-doを選ぶことができます。

自分の作ったCan-doフォルダを編集したり、新しいCan-doを作ったりできます。

「活用事例」では、JF日本語教育スタンダードを活用した事例報告を今後も充実させていきます。

JF日本語教育スタンダード（http://jfstandard.jp）
The JF Standard Tree
The JF Standard Tree depicts the connection between communicative activities and communicative language competences.

Communicative language competences enable a person to conduct communicative language activities.
Language communication requires a variety of other elements, such as sociocultural knowledge, intercultural awareness, and study skills in addition to the competences and activities mentioned above.
Global Scale

Self-assessment grid

Can do statements
Can-do Types of CEFR

活動Can-do Activities
Real world language activities e.g. giving a presentation

能力Can-do competences
Language knowledge required to perform language activities e.g. vocabulary

方略Can-do Strategies
Strategies required to effectively perform language activities e.g. planning a presentation

テキストCan-do Texts
Text required to perform language activities e.g. list of points for presentation
JF Can-do statements for Japanese language learning outcomes
Can-do statements on the ‘Minna no Can-do’ website

**CEFR Can-do**
- 活動 (Activities)
- テクスト (Texts)
- 方略 (Strategies)
- 能力 (Competences)

**JF Can-do**
- 活動 (Activities)

Examples of language activities in a specifically Japanese language setting
- A1, A2, B1, B2

Make a new can-do statement
- MY Can-do

15 Topics

493 Can-do

342 Can-do
CEFR: Can ask people for things, and give people things.

JF: Can ask in short, simple terms “pass the soy sauce”, “can I have seconds” at the dinner table, or respond to such requests if the speech is slow and clear.

[topic: 食生活 food and drink]

やりとり【②5共同作業中にやりとりをする】

spoken interaction【②5 goal-oriented co-operation】
A2

CEFR: Can describe plans and arrangements, habits and routines, past activities and personal experiences.

JF: Can talk in short simple terms to friend about one’s school life or lessons one took as a child, for example.

[topic: 学校と教育 education]

産出【⑬経験や物語を語る】
spoken production【⑬ sustained monologue describing experience】
CEFR: Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

JF: Can make a well-organized, simple speech at a speech contest, for example, including episodes relating to or impressions of intercultural experiences, if one has prepared beforehand.

[topic: 言語と文化 Language and culture]
Make new “can-do”s for your classroom on the website

* My Can-do
Minna no “Can-do” Website
an online database of “Can-do”s

On this site, users can search for and edit “Can-do”s according to their purposes, such as learning planning, assessment design etc.
## Analysis of CEFR Can-do statements

### 活動 Can-do の例 【受容】テレビや映画を見る

### receptive activities watching TV and film

<table>
<thead>
<tr>
<th>Can-do</th>
<th>Conditions</th>
<th>Topic/setting</th>
<th>Text type</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>活動</strong></td>
<td>話し方が比較的ゆっくりと、はっきりとしていれば</td>
<td>本人の関心ごとである話題について</td>
<td>インタビュー、短い講演、ニュース、レポートなど多くのテレビ番組の</td>
<td>内容をおおかた理解できる</td>
</tr>
<tr>
<td><strong>B1</strong></td>
<td>映像が実況のほとんどを説明してくれるならば</td>
<td>出来事や事故を伝える</td>
<td>テレビのニュース番組の</td>
<td>要点がわかる</td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

『User’s Guide』pp.74-79
**Example of a JF Can-do**

<table>
<thead>
<tr>
<th>Action</th>
<th>Text type</th>
<th>Topic/setting</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can listen to and understand</td>
<td>very simple instructions such as “cut this way”</td>
<td>from a friend one is cooking with,</td>
<td>if the friend demonstrates and talks slowly and clearly, and checks with phrases such as “is this okay?”</td>
</tr>
</tbody>
</table>

**A1**

やりとり【②⑤共同作業の中にやりとりをする】

spoken interaction【②⑤goal-oriented co-operation】

[topic: 食生活 food and drink]
• Action: Something that a learner does in an actual language activity, such as listen and comprehend, read and comprehend, speak, write, converse, etc.

• Text type: Texts that a learner listens to, writes, speaks, and reads about, such as letters and articles, news and lectures, etc.

• Topic/Setting: Everyday topics, meeting settings, chosen topics, and other situations involving language activity

• Condition: Expressions which show consideration by the other party such as “speaking slowly”, whether there is prior preparation or not, etc.
**Level**

<table>
<thead>
<tr>
<th>分類</th>
<th>活動</th>
<th>産業</th>
<th>経験や物語を語る</th>
</tr>
</thead>
<tbody>
<tr>
<td>第1トピック</td>
<td>自分と家族</td>
<td>健康</td>
<td>食生活</td>
</tr>
<tr>
<td></td>
<td>旅行と交通</td>
<td>買い物</td>
<td>社会</td>
</tr>
<tr>
<td></td>
<td>人との関係</td>
<td>学校と教育</td>
<td>科学技術</td>
</tr>
</tbody>
</table>

**Topic**

<table>
<thead>
<tr>
<th>Can-do本文※</th>
<th>【話題・場面】</th>
<th>【対象】</th>
<th>【行動】</th>
</tr>
</thead>
<tbody>
<tr>
<td>自分の「Can-do」サイトは、日本語の統計が必要な場合に「できる」という形で述べた「Can-do」のデータベースです。</td>
<td>+「自身について何をしていている」</td>
<td>+「できる」という形で述べた「Can-do」のデータベースです。</td>
<td>+「できる」という形で述べた「Can-do」のデータベースです。</td>
</tr>
</tbody>
</table>

**hints for making a new can-do**

Create your own “can-do” here
Portfolio
for
learning and assessment
The portfolio is a tool which learners use to record and reflect on their learning process.

In the JF Standard, the portfolio is composed of the following three components: assessment tables, records of linguistic and cultural experiences, and learning achievements.

- **Assessment tables**
  - are set by teachers in line with the teaching objectives
  - self-assessment checklists
  - assessment standards and assessment sheets for learning activities
  - certificates of completion, etc

- **Records of linguistic and cultural experiences**
  - Learners record their linguistic and cultural experiences
  - reflection sheets, etc

- **Learning achievements**
  - Learners collect their achievements in line with the course objectives and their own objectives.
  - compositions, speeches, other audio materials
  - tests
  - project work, etc
**A Can-do check list for self-assessment**

<table>
<thead>
<tr>
<th>No</th>
<th>ひょうか</th>
<th>コメント</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>★★★</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>★★★</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>★★★</td>
<td></td>
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<tr>
<td>4</td>
<td>★★★</td>
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<td>5</td>
<td>★★★</td>
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<td>6</td>
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<td>8</td>
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<td>11</td>
<td>★★★</td>
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<tr>
<td>12</td>
<td>★★★</td>
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<td>13</td>
<td>★★★</td>
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<td>14</td>
<td>★★★</td>
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<td>15</td>
<td>★★★</td>
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<td>16</td>
<td>★★★</td>
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<tr>
<td>17</td>
<td>★★★</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>★★★</td>
<td></td>
</tr>
</tbody>
</table>

- Exchange greetings
- Read Japanese scripts
- Use basic classroom expressions
- Write your name and country in Japanese
- Give a simple self introduction
- Read a business card
- Talk briefly about your family
- Tell about your family, using a family photo
- Talk about your favorite foods
- Help somebody get a drink
- Talk about your breakfast
- Say what your favorite dish is
- Talk with a friend about where to go for dinner
- Read a menu
- Order food and drinks at a hamburger shop
- Say what kind of house you live in
- Say what you have in your house
- Write an E-mail inviting someone to you
- Ask/Help someone to put things on someone
- Visit / Welcome a friend
- Show someone around your house
- Read the name and address on a signboard
- Tell the time you do something
- Talk about your daily routine
- Talk about your schedule of this week
- Talk about when to have a party
- Write a birthday card
- Talk briefly about where you/your family live and what you/they do
- Say what language you speak with your family and friends
- Talk about your hobbies
- Read short, simple comments on someone's self-introduction on a website
- Write short, simple comments on someone's self-introduction on a website
- Talk about the change of seasons
- Say what season you like and why
- Talk about the weather in your daily greetings
- Start a conversation over the phone by talking about the weather
- Tell a friend some useful information about your town, using a map
- Tell someone how to get to a place nearby
- Correct some information misunderstood by someone
- Describe the features of buildings seen in the distance
- Talk with a friend about the time and place you will meet
- Read an E-mail from a friend to say he/she will be late
- Apologise for being late and give a reason
- Invite a friend to visit a place of your recommendation / Respond to an invitation
- Say that you would like to do something not included in the schedule
① What did you notice or think about regarding Japanese language and use?

② What did you find surprising or interesting about Japanese society and culture, and other cultures?

③ What are your favourite ways of learning language?

④ Did you find teaching ideas that would be useful for your students?
“enTree - Halina! Be A NIHONGOJIN” materials
developed by DepED/BSE, Philippines with the Japan Foundation
活用事例

「Can-do」とは、日本語で何ができるかを「〜できる」という形式で示した文です。
「みんなの「Can-do」サイト」では、目的に合わせた学習計画にのって「Can-do」を検索し、自由に編集することができます。
“MARUGOTO: Japanese language and culture”
Look at the Unit1: Lesson 2-2

1. にほんごは どれですか。
   Nihongo wa dore desu ka.
   Hello 你好 안녕하세요

Guten Tag สวัสดี Здравствуйте

Cайн байна уу こんにちは こんにちは

2. ひらがな・カタカナ・漢字
   hiragana/katakana/kanji

1. ひらがな＋漢字（b）
   hiragana kanji
   Guten Tag

2. ひらがな＋漢字（）
   hiragana kanji
   Zdравствуйте

3. ひらがな＋カタカナ＋漢字（）
   hiragana katakana kanji
   massages

4. 漢字＋すうじ（）
   kanji suuji
   massages

5. ローマ字＋ひらがな＋カタカナ＋漢字（）
   roomaji hiragana katakana kanji
   massages

(2) ざっし
zasshi

1. ひらがな＋漢字（b）
   hiragana kanji
   Guten Tag

2. カタカナ＋漢字（）
   katakana kanji
   Zdравствуйте

3. ひらがな＋カタカナ＋漢字（）
   hiragana katakana kanji
   massages

4. 漢字＋すうじ（）
   kanji suuji
   massages

5. ローマ字＋ひらがな＋カタカナ＋漢字（）
   roomaji hiragana katakana kanji
   massages

あなたのお まわりに にほんごがあるますか。さがしましょう。
Anata no mawari ni Nihongo ga arimasu ka. Sagashimashou.

Anita o mawari ni Nihongo ga arimasu ka. Sagashimashou.
大学の日本語教育での活用に向けて
Implementation in Tertiary Education
大阪大学外国語学部

• 25言語の言語到達度評価制度
  （Achievement test in 25 languages）
  2007年度より1年次、2年次、3・4年次に
  Can-do statementsによる評価

• 各言語の到達目標 (objectives of each language)
  http://www.sfs.osaka-u.ac.jp/jpn/index.html
Monash University

• CEFR in Australia

an international language framework

慶應義塾大学外国語教育研究センター

・行動中心複言語学習プロジェクト（Action Oriented Plurilingual Language Learning Project）

http://www.flang.keio.ac.jp/modules/tinyd0/index.php?id=493
Perspectives

• 言語教育政策の基本方針は何か
  At your university, what is the language education policy?
  -どんな力（人間）を育成するのか
    Which skills and understands are you developing?

• 行動中心複言語能力の開発（研究）
  Action oriented plurilingual competence development
  -カリキュラム
  -Objectives based on Can-do statements
  -言語ポートフォリオ
  -スキル重視のタスク型テスト(Performance testing)
  -contents, task-based teaching

http://www.flang.keio.ac.jp/webfile/AOPWeb/Chapter2.pdf
自律学習環境の整備

Autonomous learning environment

-on demand multimedia教材
-映像教材（Web）、Podcasting配信型教材
-resource sharing*
-大学間の連携（テレビ会議システム）
- Resource sharing project

- 学習環境の整備
- 教授法開発
- 教材作成

- 外国語ラウンジ
- リソースセンター
- 教職員向けのWorkshop

- 学習者による学習コミュニティ
- 教職員による学習コミュニティ
- 授業

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Perspectives

• コース内の教職員間の対話（縦と横）
  Dialogue with faculty staff (vertical and horizontal)

• 大学内その他言語の教職員との対話
  Dialogue with staff from other languages
ご清聴ありがとうございました。

Websites:
“JF Standard for Japanese-Language Education”
http://jfstandard.jp
“Minnna no ‘Can-do’”
http://jfstandard.jp/cando
References


国際交流基金(2009)『JF日本語教育スタンダード試行版』
国際交流基金(2010)『JF日本語教育スタンダード2010（第二版）』
   https://jfstandard.jp/pdf/jfs2010_all_en.pdf (in English)

『JF日本語教育スタンダード2010利用者ガイドブック』

「JF日本語教育スタンダード」<http://jfstandard.jp/top/ja/render.do>
   https://jfstandard.jp/pdf/CEFR_Cando_Level_list.pdf
   https://jfstandard.jp/pdf/JF_Cando_Level_list.pdf

「みんなの「Can-do」サイト」<http://jfstandard.jp/cando/login/ja/render.do>