identify and control the environmental impact of its activities, products or services;
— improve its environmental performance continually;
— implement a systematic approach to setting environmental objectives and targets, to achieving these and to demonstrating that they have been achieved.

ISO 14001:2004 does not specify levels of environmental performance. If it specified levels of environmental performance, they would have to be specific to each business activity and this would require a specific EMS standard for each business. That is not the intention.

ISO has many other standards dealing with specific environmental issues. The intention of ISO 14001:2004 is to provide a framework for a holistic, strategic approach to the organization’s environmental policy, plans and actions.

ISO has a multi-faceted approach to meeting the needs of business, industry, governments and consumers in the field of the environment. It would be unfair not to mention that fact that, ISO it offers a wide-ranging portfolio of standardized sampling, testing and analytical methods to deal with specific environmental challenges. It has developed more than 350 International Standards for the monitoring of such aspects as the quality of air, water and soil. These standards are a means of providing business and government with scientifically valid data on the environmental effects of economic activity. They may also be used as the technical basis for environmental regulations.

Finally, society in general benefits when companies reduce pollution with the help of ISO 14000. Natural resources last longer since less are being used. Landfills receive less waste so they last longer. Air, water and soil are cleaner. These benefits to society indirectly benefits the companies that are a part of it. [8]

To draw the conclusion, one can say that ISO 14001:2004 is a tool that can be used to solve environmental problems. Environmental management enables organizations to identify the likely effects on the environment of their future products and make effective decisions during the design and development stages to improve their environmental performance.

References
http://www.ehow.com/about_6601602_definition-consumer-society.html
5. Neva Goodwin, Julie A. Nelson, Frank Ackerman, Thomas Weisskopf, Consumption and the Consumer Society.
http://www.willmsshier.com/articles/em9711.htm
7. ISO 14001:2004 Environmental management systems - Requirements with guidance for use
8. James E. Haklik, ISO 14000 Environmental Management: Benefiting Companies, Saving the Environment
http://www.trst.com/article-haklik-1.htm

THE EFFECT OF MOTIVATION AND ATTITUDES ON THE QUALITY OF LEARNING A FOREIGN LANGUAGE
E. A. Mikheeva
Scientific advisor: L.A. Redko
Linguistic advisor: G.V.Shvalova
Tomsk Polytechnic University, 30, Lenin Avenue, Tomsk, 634050, Russia

e-mail: rinamikheeva@gmail.com

Famous American humorist and writer, Finley Peter Dunne, said: "It doesn't make much difference what you study, as long as you don't like it.”

Many students often fail to reach their full potential as English language learners due to low motivation and negative attitudes towards English Language and learning the language. While motivation and attitude provide to be the first
impulse to begin foreign language learning and later become the driving force to sustain the long and often tiresome learning process.

Without proper attention to these two factors it leads to ineffective learning. This paper will attempt to seek answers to the following research question: Do motivation and attitudes impact on the quality of foreign language learning? The main aim of this article is: to give a review of recent researches in the field of motivation and attitude to learn foreign language. To clarify the role of attitude and motivation in foreign language learning, author has concentrated on analytical and descriptive methods.

Knowledge of foreign languages, especially English, is an important tool for communicating in different areas, such as the scientific and business world, cultural exchanges, political and economic issues, etc. It is recognized that learning English (and preferably learning more than one foreign language) is the key to successful future. Motivation and attitudes about learning foreign language are among the determining factors that have great influence quality of learning. These factors must be taken into account in foreign language learning.[1]

The basis of motivation is that can be described as a passion. Motivation is closely related to the person’s goals and desires. In other words, motivation can be defined as the power that makes people achieve high levels of performance and overcoming barriers in order to change.[2]

Motivation can be divided into two main directions. Learning a foreign language for intrinsically motivated student is a goal in itself. Intrinsic motivation exists within the person rather than depend on any external pressure. On the contrary, extrinsically motivated student learns for rewards such as assessment.[3] Extrinsic motivation comes from outside of the person. Students are intrinsically motivated if they take their educational results under their own control; if they believe to be effective in reaching desired goals; if they are interested in studying a topic, rather than just rote-learning to achieve good grades. At the same time, students are not always internally motivated; they sometimes need external motivation, which can be created by instructor.

Motivation directly influences learning a foreign language. Moreover, motivation is the single best predictor of language learning achievement, all things being equal. In keeping with Lennartsson's research, motivation to learn a foreign language is much more essential than the others. Research has illustrated that the best students are those who are highly motivated, even they are not so talented as students with low motivation.[3] So, without sufficient motivation, even individuals with the most remarkable abilities cannot achieve their goals.

In line with Kurum's research, students, who do not have enough free time, reduce the hours of language study in order to pass examination only. Also, they do not see the application of fluency in a foreign language in the future. This all leads to the low motivation.[4]

As well as Wolters’s research has defined that students' possibility to regulate the motivation has an effect on their achievements.[5]

Recognition of the need to fluency in a foreign language in the future leads to increased motivation to learn it. And the motivated students do their best to learn the language.

As consisted with Lennartsson, if students are confident in their inability to successfully learn a foreign language, it becomes significant obstacle. But a negative attitude can be changed. It becomes positive and leads to improving the quality of education. Having positive convictions towards own abilities is a good start to learn a foreign language.[3]

According to the findings of the study, author makes a conclusion that other than the ability to language learning there are other crucial factors such as motivation and attitudes. And they can influence the quality of learning. Findings of the study provide answer to the research question raised in the beginning of the study. It shows that there is a direct link between the quality of foreign language learning and motivation and attitude.

So, researcher ought to develop appropriate strategies that would help teachers to motivate their students and would help students motivate themselves.

Some strategies, which can be very effective to increase language learners’ motivation and to create good attitude among the students toward the foreign language learning, are given below.

Firstly, it is important to create a friendly climate. Pair and group activities can be used for reducing the pressure of instructor–student interaction and allowing students to feel recognized by their peers. Also small-group activities and pair work increase students' self-confidence and are excellent sources of motivation. Group work can give students a chance to express their ideas and feelings on a topic because they find it easier to speak to groups of three or four than to an entire class. The feeling of becoming a part of the whole is one of the strongest motivational factors.[6] Students can invent a nickname (or use a nickname they already have). This fun activity gives students a chance to create a friendly atmosphere. Students who feel safe and comfortable will feel more secure taking chances; they will show greater motivation to read aloud or write an essay without the fear of being criticized by peers or instructor.

Then, it is necessary to create situations in which students will feel a sense of accomplishment. A sense of accomplishment is a great factor in motivating students. Giving a feedback can increase students' satisfaction and
encourage positive self-evaluation. Positive as well as negative comments influence motivation and attitude, but research consistently indicates that students are more affected by positive feedback. Praise builds students' self-confidence and self-esteem.[6]

Some teachers correct students' mistakes without really explaining the reason for doing so. It is very important for instructors to point out the positive aspects of a student's work and to provide a clear explanation of student's mistakes.

Thirdly, students should set their own short-term goals. Language learners can achieve success by setting their own goals and by directing their studies toward their own expectations. Students can help themselves achieve the success by determining their own language needs and by defining why they want to learn the language. Having goals and expectations leads to increased motivation, this in their turn, leads to a higher level of language competence.[6]

At last, it is useful to connect language learning to students' interests. Listening to English language songs, watching English language films or videos, and reading English language web sites can lead students to broaden their perspective on their language learning process.

References
3 Lennartsson, F. Students’ motivation and attitudes towards learning a second language: British and Swedish students’ points of view. – 2008. – regime on access: http://urn.kb.se/resolve?urn=urn:nbn:se:vxu:diva-2571