RESEARCH ON THE INNOVATION OF ENGLISH SECOND CLASSROOM ACTIVITIES UNDER MOBILE LEARNING MODE IN PANZHIHUA UNIVERSITY

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ABSTRACT
As for the English second classroom, Panzhihua University (hereinafter referred to as our university) has adopted the MOOC teaching mode and the blending learning mode, established a lot of English autonomic learning platforms. What's more, it also carried out a series of online and offline English after-class activities. However, there are too many autonomic learning platforms in our university. In addition, affected by the COVID-19, some offline second classroom activities could not be carried out normally. Therefore, by using modern technology, this paper plans to establish the English second classroom learning system under the mobile learning mode, and to make some innovations in the platforms, contents, and forms of English second classroom activities. The teaching mode combining the second classroom activities with modern internet technology can make the second classroom activities be carried out more effectively, can make the second classroom be a better extension and supplement for the first classroom, so as to enrich students' after-school activities and to motivate students' interest in English learning. At last, the purpose of cultivating students' autonomic learning ability and improving students' comprehensive quality is achieved.

Keywords: Undergraduate, Mobile Learning Mode, English Second Classroom Activities, Innovation.

1. INTRODUCTION
In this section, the research background of the thesis, literature review, and the significance of the study will be presented. The readers can have a general understanding of the research topics in order to better grasp the main theme and research direction of this paper by the introduction.

1.1 Research Background
In the contemporary era, with the rapid development of social economy, science, and technology, great changes have taken place in English teaching reform through educational technology innovation, a new normal has emerged in teaching, and a new trend of English second classroom activities has been developed. It can train high-quality talents under the English teaching mode combining modern internet technology with second classroom activities. This teaching mode enables students to break the limitation of time and space, make full use of their spare time, and integrate English learning into real life. Panzhihua University has purchased and applied many online education platforms and APPs for English second-class activities under the mobile learning mode. However, there are too many platforms and APPs for students to choose a suitable one to participate in after-class activities. Moreover, there are many recreational APPs on their mobile phones, which results in students with weak self-control not being able to effectively use mobile phones to learn English in the second class. At the same time, due to the repetition of the epidemic

and essential compliance with the national epidemic prevention policy for everyone, many offline English second classroom activities in our school cannot be effectively carried out. Therefore, it is very necessary to establish a unified and effective operation system for the second classroom and carry out innovative activities in the second classroom.

1.2 Literature Review

The relative studies have been made by some scholars in our country. Some scholars make research and the exploration on the innovation of the English second class under the mode of "Internet+" education. Some other scholars do researches on the practice of the second classroom activities by using mobile internet technology. In view of their reports, for the English second classroom, there is a lack of a systematic and unified operation system of the second classroom. For example, Wang Hui, Tong tong, Zheng Yu, and Liu Yurong[1] do researches about the innovation of college English second class activities under the mode of "Internet+" education. Zhao Qiong and Mu Fengying[2] suggests that effectiveness theories and the practice of the second college English classroom are based on the mobile learning mode. Hao Lingling[3] recommends some effective forms for the English second classroom activities. At the same time, there are also few studies on the innovations of contents, forms, and platforms for the English second classroom under the mobile learning mode. So it is necessary to establish an English second classroom learning system and innovate the platforms, contents, and forms of the online second classroom activities under the mobile learning mode.

1.3 Research Significance

The traditional first classroom teaching activities mainly focus on teachers' detailed explanations of book contents but do not give so much emphasis on the students' subjective role in English learning, which cannot effectively stimulate students' learning enthusiasm and initiative. Moreover, the first classroom has limitations on time and space. Teachers need to impart a large amount of knowledge to many students in a limited classroom time. Therefore, in the process of English teaching, teachers have a heavy teaching task, which cannot give students enough time to understand and absorb knowledge, and cannot ensure the learning results of each student. Facing this situation, students gradually lose interest in English learning and their learning enthusiasm and initiative decline. At the same time, with the development of social education reform, the first-class hours of students' English learning are constantly squeezed. Meanwhile, many universities and colleges increase enrollment so that the teaching objects are increasing, which results in many colleges and universities having to adopt the large-scale class teaching mode. In the face of this reality, it is very important to actively use the tools of modern information technology to carry out innovative English second classrooms. It is an important way to improve students' English application ability and cross-cultural communication awareness and ability. The second English classroom learning mode combined with internet technology cannot only optimize the first classroom teaching content, but also timely, planned, and purposeful supplement the knowledge learned in the first classroom. It is to build a modern three-dimensional English teaching mode, thus improving the effect of English teaching, students' comprehensive English application ability, and autonomic learning ability. "Fragmented" knowledge dissemination and "networked" knowledge card association are not only in line with the learning characteristics of today's college students, but also break the shackles of the teaching environment under the limitation of time and space, and meet the needs of students to learn anytime and anywhere[4]. The English second

classroom learning under the mobile learning mode can also stimulate students' interest in English learning. Besides classroom learning, targeted exercises can also be carried out according to the personality of the learning object, which effectively expands the teaching resources, so as to alleviate the imbalance of teaching resources caused by the expansion of enrollment. At the same time, the second classroom under the mobile learning mode respects the learning law of students and takes students as the subject of learning. Meanwhile, it enables them to obtain the growth and accumulation of knowledge in the process of activities and in a relaxed and pleasant atmosphere, and effectively promotes the two-way communication and interaction between learners and learning environment. Second classroom activities take students as the subject of learning. Students' learning content is no longer confined to the knowledge taught by teachers and books, but broader content, more open form, and personalized learning. Students can quickly obtain knowledge and information at each learning end according to their interests and needs, so as to meet their learning needs at all levels and stages. In the meanwhile, the second classroom learning system under the mobile learning mode provides students with an effective learning atmosphere of foreign language culture through the introduction of western culture and various activities as a soft environment. This cannot only enable students to actively absorb the development of some foreign advanced civilizations and improve students' comprehensive ability but also help college students develop healthily and enrich campus culture.

2. CURRENT SITUATION FOR ENGLISH SECOND CLASSROOM ACTIVITIES IN PANZHIHUA UNIVERSITY

The current development for English second classroom activities in Panzhihua University is mainly divided into two parts. One part is the student autonomous learning platform related to the first classroom. The other part is a series of English after-class activities to promote students' practical ability and comprehensive quality.

2.1 Current Situation on Online Autonomic Learning

In recent years, English teaching in China has been gradually reformed, such as shortening the first classroom teaching time, implementing large-scale class teaching, and so on. In limited class hours, teachers need to complete various teaching tasks, to give less time that students can practice[5]. Large-scale class teaching mode will affect students' listening, speaking, reading, and writing training and the communication between teachers and students. In this context, Panzhihua University implements the MOOC teaching mode and the blending learning mode, emphasizing the role of students as learning subject. Under these two teaching modes, students have special online courses and independent learning time. Various APPs and online learning platforms are purchased and used for students' autonomic learning. Teachers can arrange homework after class. Students can download learning materials, learn online courses, complete homework, and ask questions according to their difficulties and doubts. Meanwhile, teachers give online answers, which forms effective communication and interaction between teachers and students and gives students more opportunities for language practice. For example, in terms of autonomous learning of listening, our school adopts the Unipus and the Tsinghua English online platform. On these platforms, students can first conduct a self-test to determine their own listening level, which can make students choose listening materials that meet their own abilities and interests. By doing this, students' listening levels can be improved in their interests. At the same time, listening has always been an important factor affecting the passing rate of CET-4, and CET-6 in our university. In order

to effectively improve students' listening levels and ensure the passing rate of CET-4 and CET-6, our university has established an independent listening test system, so that students can know their listening levels and adjust their listening learning tasks at any time according to the development of their listening level. In terms of oral learning, our school uses the FIF oral training platform. Like the listening platform, students can directly use the self-test system and then choose appropriate oral materials for oral training and language knowledge development. In terms of reading and comprehensive language knowledge, our school provides WE learn, which integrates current affairs and news at home and abroad, excellent culture, and scientific and technological inventions. It can enrich teaching resources and expand students' knowledge, so as to promote students' comprehensive quality level and cultivate excellent transnational communication talents. In terms of writing and translation, Panzhihua University provides the JuKu Correcting Website platform. Teachers can publish writing and translation tasks that meet students' knowledge level and evaluate them online. Teachers can communicate with students in time, and gradually improve students' English written expression ability and bilingual conversion ability. At the same time, our school has also established a Learning Through platform and Lancoo autonomic learning platform that are used to provide students with curriculum resources related to the first classroom, which can meet the needs of students to find and make up for the knowledge not mastered in the first classroom after class, and promote students' autonomous learning. At the same time, teachers can release learning tasks through these platforms, supervising and evaluating students' learning process and results. It is convenient for teachers to answer students' questions and urge students to study independently.

2.2 Current Situation of Students' After-class Activities

In recent years, our university has carried out a series of English after-class activities for the second English classroom, which includes competitions in various subjects based on listening, speaking, reading, writing, and translation to promote students' practical ability. For example, the Uchallenge has been held every year as the main English subject competition for English major and non-English major students, which includes contests on students' speaking, writing, and reading. There is also a Cidaren online competition held to improve students' vocabulary with the Cidaren app and the Midwest Translation competition to promote students' translation practice ability. And all the students are requested to take part in the English recitation with the FIF app to enhance their oral practice. At the same time, a series of English-related extracurricular activities in our university has also been carried out to strengthen students' comprehensive quality and to enrich their after-class life, such as the English Debate Contests, the Creative Advertising English Design, the Telling Chinese Stories in English, the English Sitcom Competition, the Microfilm Dubbing Contest, and the English Singing Competition.

2.3 Current Problems

Since January 2020, the situation of COVID-19 has been tense and repeated, most of the offline English after-class activities cannot be effectively carried out because the mass gathering is not allowed. At the same time, although there are various APPs and online learning platforms for students in our university, a good effect on after-class online self-study system has not been achieved in our university for both English majors and non-English majors. The reason is that too many applications are relatively complex and loose for students. The unified guidance and a complete supervision system from teachers have not been formed in the second classroom

learning. So these APPs and online learning platforms cannot be effectively used, and the subjective roles of students in the autonomic learning of English extracurricular activities cannot be fully stimulated. In view of these, in order to ensure the normal operation of English after-class activities as well as students' English practice in our university, the construction of an English second classroom learning system is essential. Meanwhile, online innovation based on modern mobile internet technology becomes very necessary.

3. INNOVATION IN ENGLISH SECOND CLASSROOM ACTIVITIES

This part will establish an English second classroom online learning system and innovate the English second classroom activities under the mobile learning mode on the basis of the current situation and problems for English second classroom activities in Panzhihua University and the requirements of epidemic prevention policies.

3.1 Constructing of English Second Classroom Learning System

The subjects of the English second classroom learning system under the mobile learning mode are English teachers, sub-CYL(the Communist Youth League) committees, and English associations. Only with multi-party cooperation, the English second classroom can play its real role.

3.1.1 The Building of the English Second Classroom Learning System

In order to cultivate practical and comprehensive talents qualified for meeting the needs of social development, the education concept of autonomic learning has been implemented in the English second classroom of our university. But the English offline second classroom activities cannot be effectively carried out under the influence of the epidemic. In view of this, it is necessary to establish an effective extracurricular learning system and to make innovations in online English after-class activities based on the mobile learning mode[7]. The implementers of English second classroom innovation mainly are English teachers, teachers for sub-CYL committees, and English associations. Its operation system is shown in Figure 1
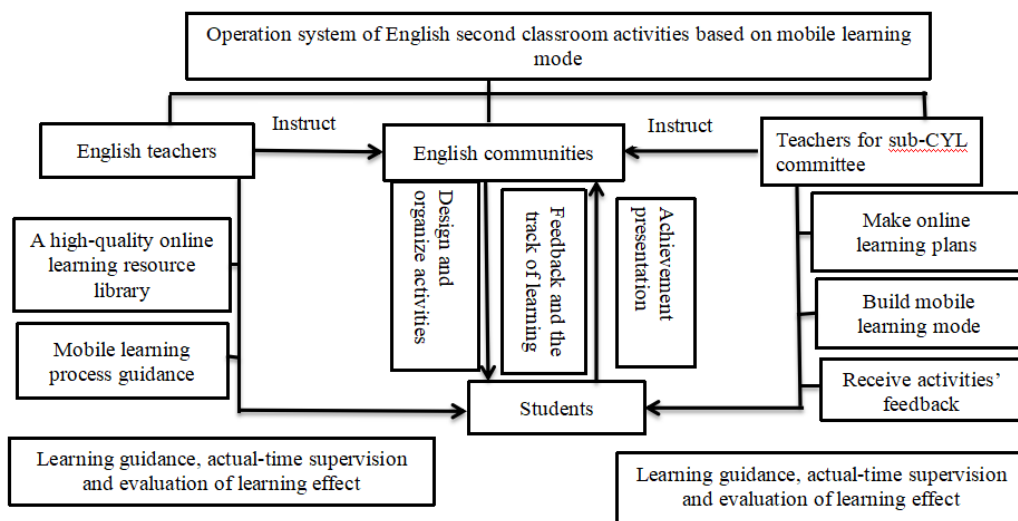

Figure 1 Operation system of English second classroom activities based on mobile learning mode

English teachers are mainly responsible for students' autonomous learning, which includes the design, guidance, and evaluation of the after-class online study. The sub-CYL committee teachers are mainly to guide the student associations to make the concrete design for the online English after-class activities, including the innovation on the online platform, the activity form, and contents. As a specific undertaking organization, student associations are mainly in charge of organizing and carrying out the online English after-class activities, getting effective data, and then analyzing the feedback from the students. Besides, the above three parties need to cooperate well and closely to ensure that the teaching activities are carried out in an orderly manner and lead more English and non-English majors to participate in the second class activities.

3.1.2 The Operation of the English Second Classroom Learning System

As the implementer of students' autonomic learning, English teachers are the designers of the second classroom teaching content and the leaders of teaching activities in the mobile learning environment. They need to make full use of various teaching resources to stimulate students' interest and motivation in English learning. At the same time, they are in charge of carrying out necessary academic guidance to help students form a good habit of autonomous learning. Therefore, English teachers need to establish a unified learning platform and provide students with high-quality online learning resources, so as to avoid students being unable to find appropriate study materials in a large number of online resources[9]. At the same time, it is necessary to update learning resources for students regularly and offer the latest, fastest, and most accurate information for students. The resources provided by teachers can include teaching courseware and videos explained by teachers in the first class, and a knowledge base, which can meet the interests and learning needs of students at different levels. For example, real questions and video explanations of CET-4, CET-6, TEM-4, and TEM-8, open courses of excellent colleges and universities at home and abroad, celebrity speeches at home and abroad, etc. Teachers can also encourage students to voluntarily provide learning materials so that students can participate in the sharing of learning resources while learning, which can deepen students' interest in English learning. In the meantime, teachers also need to arrange relevant learning tasks before and after class, urging students to study, paying attention to the completion of students' tasks, effectively evaluating students' participation in activities, and responding to students' questions on time when they need them. As professional teachers, English teachers also need to cooperate with and guide English associations to hold activities, so as to make the activities more professional and make the evaluation of students' performance more authoritative and persuasive.

The sub-CYL committee teachers, student unions, and English associations drive the learning in the second classroom of English based on the mobile learning mode[10]. As student counselors and work instructors of the Youth League Committee, the sub-CYL committee teachers shall establish systematic rules and regulations, and manage and formulate community systems. What's more, they should be responsible for organizing and encouraging student associations to carry out activities, such as listening to students' opinions, establishing effective second classroom activities that meet students' psychological and learning needs, guiding and supervising the successful holding of activities by English associations, and filtering activities in time. In addition, it is necessary to award the selected excellent student leaders, sterling associations and outstanding students also need. For example, the sub-CYL committee teachers instruct the student associations to establish a Wechat official account and QQ account to publicize the situation of the second classroom activities and release the activity contents to mobilize students' enthusiasm to

participate in the second classroom. At the same time, the participation and feedback of the activities need to be reported to the sub-CYL committee teachers in time, so that they can choose the more suitable activities for students' English study.

The students' English association is a student-dominated organization. It is the main force of the second classroom activity and the organizer of most activities. It should design, publicize and implement activities under the guidance of the sub-CYL committee teachers and English teachers. And they can build a communication link and bridge between students and teachers, and report the activity feedback and holding situation in time. The activities undertaken by English associations can fully supplement the English classroom teaching content, and realize the improvement of students' oral communication ability with diversified and rich activities. The infiltration of western culture can fully improve students' cross-cultural communication ability. The support of information technology and mobile devices, not only stimulates students' interest in learning but also creates a rich and harmonious English communication environment for students, which can create an English immersion campus atmosphere for students. The development of various English speeches, debates, and other activities not only improves students' innovative thinking, language expression, and application ability but also helps students expand their national thinking and international vision.

3.2 Innovation of Online Second Classroom Activities under the Mobile Learning Mode
According to the current situation for English second classroom activities in Panzhihua University, this part researches the innovation on the online platforms, forms, and contents of English after-class activities on smartphones.

3.2.1 Innovation of Online Platforms
With the continuous progress of modern internet science and technology, China's education system has gradually developed into an information and digital age. On one hand, from the aspect of online English autonomic learning, in Panzhihua University, the online platforms have also been gradually established and put into use, such as Learning Through, Lancoo, FIF oral training platform, Unipus, and Tsinghua English online platform, Cidaren, and JuKu Correcting Website platform, etc. However, some of these platforms, such as the Unipus and Tsinghua English online platform, Cidaren, JuKu Correcting Website platform, and WE learn, etc, are based on both the computers and smartphones and have been used by our students for their online autonomic learning for years, which are very convenient and conform to the mobile learning mode. Some of them, such as Learning Through, Lancoo, and Unipus, etc. are based on a certain network server, and can only operate and be used in a certain classroom by computers, which are not very convenient for students' autonomic English learning. Besides, compared with smartphones, computers still have disadvantages of high price and inconvenient carrying, which makes many students unable to conveniently participate in online autonomic learning on time. So these platforms only usable for computers should be further developed and updated into mobile learning mode or should be directly cut out. What's more, so far the platforms used by our college students are a little complicated and some effective measures should be taken to unite the various online learning platforms to reduce students' feelings of boredom and confusion so as to effectively improve the quality of the autonomic English learning. For example, according to the needs of students in listening, speaking, reading, writing, and translation, it is necessary to establish a unified and

effective mobile learning date feedback system and further optimize and classify the existing online platforms and APPs based on mobile learning mode[13].

On the other hand, from the aspect of English after-class activities, because of the COVID-19 and the requirements of national epidemic prevention and controlling policies, some offline activities, such as the English Singing Competition, the English Interesting Dubbing, and the Telling Chinese Stories in English, etc and some competitions such as the Midwest Translation Competition, the English Debating Competition, etc, cannot be carried out effectively. Therefore, it is imperative to make innovatively use of various mobile APPs and online platforms to carry out these offline English activities, to move these offline activities online, which are necessary to minimize the obstacles and bad influences caused by the COVID-19. It is also necessary to choose suitable APPS on the basis of English after-class activities to establish effective activity platforms. For example, for the English subject knowledge competitions, it is feasible to use the Listening Test System, the Tencent Conference app, the I-test test system, the Cidaren, and the JuKu Correcting Website app to establish separately online competition platforms for listening competitions, oratorical contests, reading competitions, translation and writing competitions related the ability to listen, speaking, reading, writing, and translation. And the word competitions of CET-4 and CET-6 carry out on online platforms. By doing this, the students in Panzhihua University can effectively improve their comprehensive English ability through these competitions. What's more, for the English recreational activities, our university can use the recreational platforms, such as the YY app, the Tencent conference, the English Fun dubbing, etc to move the offline recreational activities to online, so as to effectively improve the students' English application ability of our university and enrich the campus cultural life under the normal situation of COVID-19.

3.2.2 Innovation of Forms and Contents of English After-class Activities

At present, the English-related after-class activities in our university mainly include English subject knowledge and English recreational activities both offline and online, such as the National Competition for College Students, the National English Ability Challenge for College Students, the Midwest Translation Competition, the Micro Recitation Competition, the English Singing competition, the English Fun Dubbing, and the English Sitcom Competition, etc. Most of them are off-line activities, which can only be held in a certain place with a certain number of students on the scene. But since the COVID-19 racked up in December 2019, a lot of offline activities cannot be carried out effectively. Although our university has carried out some online activities in 2020, it was not enough. The lack of large-scale online activities in the second English class has also affected our students' training and practice in the second English class. In view of the situation of the COVID-19 and the requirements of national epidemic prevention and control policies that reduce or avoid large gatherings of people, it is necessary to innovate the forms and the contents of English after-class activities and carry out effectively large-scale English after-class activities based on the flexible and convenient characteristics of the mobile learning mode.

On one hand, from the aspect of the innovation informs, it is feasible to change some innovation of activity forms on the basis of mobile learning mode by using online APPS and platforms to carry out the activities. For example, for the National English Ability Challenge for College Students, the English Speech Contest can be held on the platform of the Tencent Conference app instead of being held in our offline meeting hall. On this platform, participants can easily make online speeches and answer questions on their mobile phones, and judges can also flexibly ask questions and score questions online on their mobile phones. And the English Reading

Competition can also be held by using the Itest online system instead of being held in the classroom. Students can expediently participate in online Rending competitions by using their mobile phones, and the automatic rating system of Itest can save teachers a lot of time and energy in the evaluation process and final selection. For another example, the Midwest Translation Competition and the English Writing Competition can also be held on the JuKu Correcting Website platform at a certain time by using some special online monitoring measures instead of in a fixed classroom, in which students can expediently finish the race by using their mobile phones and directly submit their entry online. And the automatic rating system of the JuKu Correcting Website can give a fair and objective evaluation of the mass entries in the first round of these competitions and choose some better works for the finals, which are more convenient than the form of offline test on the spot and the form of man-worker rating for the first round. Moreover, students used to learn English words by reading various paper dictionary books and need to make a lot of notes with a pen. And the Vocabulary competition used to be held in the classroom spot years ago, which also needed to cost the teachers' time and energy for the final evaluation. But the use of the Cidaren app in our college has changed the previous forms and is the existing innovative teaching measures for students. The Vocabulary competition held on the Cidaren app is a kind of typical innovative form based on the mobile learning mode. At last, for the Telling Chinese Traditional Stories in English, the form of first-round competition is for students to submit their filmed videos and the finals are held in the meeting hall on the spot. While, under the unsteady circumstance of the covid-19 epidemic, it is advisable to hold the finals on the platform based on the YY app instead of directly concelling the finals.

On the other hand, from the aspect of the innovation in content, apart from moving some offline after-class activities to the online mobile platform, some new online English subject knowledge competitions and English recreational activities innovatively based on mobile learning mode can be designed and carried out. For example, for the English Subject Knowledge Competition, it is feasible to design a live Communicative Interpretation Competition on the platform based on the Dingding app, in which contestants can easily translate English and Chinese through mobile phones, and judges can comment and score on the phones. This can make up for the single form of English speech competition to a large extent and enrich our school students' oral practice ability training forms. It is also available to design the Excellent Chinese Traditional Culture Knowledge Competition in English on the Itest platform, which not only can improve the students' English language competence in our university, but also can enrich their knowledge of Chinese classics and deepen their understanding of Chinese excellent traditional culture, so as to lead to the students to achieve cultural confidence and promote the external dissemination of China's excellent traditional culture. For the English recreational activities, a lot of new and creative activities can be designed and held, such as the English Micro-film Imitation in which students can submit their filmed videos for the first round competition and for the finals compete online by their cellphones on the DingDing app. And some other types of interesting verbal communication activities, including online English corner that the Drawing Pictures and Describing them in English and so on, can also be designed and carried out online based on the smartphones, so as to stimulate our students' interest in learning English, improve their enthusiasm in speaking English, and finally strengthen their ability to use English language[14].

4. LIMITATIONS AND COUNTERMEASURES FOR THE INNOVATION

Although it is advisable and feasible to improve English teaching and learning efficiency for the English second classroom activities in our university by carrying out the construction of an English second classroom learning system and innovation in the online second classroom activities under the mobile learning mode, there are still some problems with the innovation. Based on these problems, there are some countermeasures for innovation.

4.1 Limitations for the Innovation

Despite the systemic supervision from the English teachers under the English second classroom learning system, the self-discipline of the students is the most important factor for both the English autonomic learning and the participation in the English after-class activities. In the mobile English second classroom, even students can independently participate in the second classroom activities according to their learning tasks and learning time. While some students still have poor self-discipline and are not willing to actively participate in the second classroom activities. Moreover, under the English second classroom learning system based on the mobile learning mode, both the English autonomic learning and the after-class activities are carried out by the smartphone. Despite the convenience of mobile phones, students may spend too much time on them, which is not good for their health. And the single using pattern of smartphones may easily make them feel tired and dull, which is not good for their focus on English learning. In addition, there are too much information, too many resources, and various kinds of alluring recreational Apps on the smartphone, which can easily make them absent-minded[16]. Due to this, it is really difficult for them to seriously focus on their English autonomic learning, especially for some ones with weak self-discipline.

In contemporary society, with the gradual maturity of Internet technology and the impact of the COVID-19, many courses have realized online teaching. In addition to the launch of online learning activities in the second classroom, all knowledge teaching, and activity interaction processes are carried out online, which will lead to many introverted students being unwilling to communicate with other people or teachers and be addicted to the Internet, which will lead to more and more closed hearts and even psychological diseases.

4.2 Countermeasures for the Innovation

If it is linked to students' performance in the second classroom with credits and quality development scores, students will be more willing to participate in the English second classroom activities. So English teachers can take some measures to enhance students' self-discipline awareness and promote their positivity by making a formative evaluation report, including the duration of students' online learning activities, task completion, problem-solving rate, etc. Based on this report, they can score students and record the results of the English second classroom learning. Linking with credit can motivate them to participate in the second classroom activities led by teachers and the interaction between teachers and students can also be promoted. At the same time, it is necessary to effectively guide the students to arrange English autonomic learning time, make a clear autonomic learning plan, actively participate in outdoor sports and achieve a situation of a healthy balance between learning, entertainment, physical exercise, and sleeping, so as to solve the problems that students' weak self-discipline and they cannot effectively participate in English autonomic learning.

Our university has always attached importance to the development of students' physical and mental health. In order to prevent students from overindulging in the recreational APPs on their smartphones, the students lack of interpersonal communication, which leads to mental and psychological problems. Facing that problem, on the one hand, it is necessary to set the content of the second classroom activities more diversified. For this kind of introverted students, our university can provide optimistic, positive, lively, and upward content, to guide their psychology to develop in the direction of sunshine and health, always pay attention to their psychological state and conduct psychological counseling regularly. On the other hand, such students can be encouraged to become the organizers of the second classroom activities, strengthen their communication with other students participating in the activities or teachers guiding the activities, and guide them to develop in a healthy direction through practical communication activities.

5.CONCLUSION
5.1 Summary
With the rapid development of mobile internet technology and the reform of English teaching in China, new teaching modes have emerged in universities, which provides more favorable conditions for the innovation of English second class activities under the mobile learning mode. However, the English after-class activities are carried out by our university lack of systematicness and unification. Faced with multiple and tanglesome activity platforms and forms, our students are unable to indicate effective second class learning. At the same time, due to the repetition of the COVID-19 and the requirements of epidemic prevention policies, many offline English second classroom activities in our university could not be effectively carried out, and the opportunities for students' English practice were reduced. This paper intends to establish an English second classroom activity system based on the mobile learning mode with the cooperation of English teachers, the sub-CYL committee teachers, and English associations and innovations in the platform, content, and mode of English second classroom activities to carry out effective English second classroom activities, provide students with language practice opportunities and enrich students' after-class learning, so as to improve students' comprehensive ability and language application ability. However, autonomic learning leads to the weak self-discipline of students who do not take an active part in the second class activities, and there many recreational APPs on smartphones, which affect the efficiency of students' independent learning. So it is necessary to establish a more effective supervision and evaluation system to promote students' participation in English second class activities. By doing this, it is feasible to play the role of the English second classroom system, improve students' ability to use the English language, and enrich students' campus life under the repetition of the epidemic.

5.2 Research Limitations
This study only focuses on the construction of the English second classroom learning system, innovation in the online second classroom activities under the mobile learning mode, and the problems and countermeasures for the innovation under the system. This paper lacks the practice and cases of our university in the innovation of the English second classroom.

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