Teachers' Perceptions of the Paraphrasing Tool - QuillBot in Supporting Teaching English Writing to Students at Some Lower Secondary Schools in Thai Nguyen City, Vietnam

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In the modern era, the development of science, technology and artificial intelligence is creating enormous breakthroughs. The applications of artificial intelligence are driving progress in the economy, transportation, health, especially in education and many other fields, opening up promising prospects for the future. Therefore, the application of artificial intelligence technology in English is no longer far away to help learners understand languages more easily. In the realm of English language learning, the Paraphrasing Tool - QuillBot emerges as a transformative resource, harnessing the power of artificial intelligence to facilitate language acquisition. This study examines teachers' perceptions of the Paraphrasing Tool - QuillBot in supporting teaching English writing to students. The research method uses a survey questionnaire. The purpose of this study is to examine teachers' perceptions of the Paraphrasing Tool - QuillBot in supporting English writing teaching for students at some lower secondary schools in Thai Nguyen city. There were 60 teachers of English participating in the research. Through interviews and surveys, insights into teachers' experiences and attitudes towards QuillBot are explored. Findings reveal that teachers recognize QuillBot as a valuable resource for enhancing students' writing skills and promoting language fluency. Additionally, tseachers acknowledge QuillBot's potential to facilitate personalized learning experiences and support students of diverse proficiency levels.

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