**English Teachers’ Beliefs toward Technology Integration in Iranian Smart Schools**

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**Abstract**

The present qualitative study was conducted to investigate EFL teachers’ beliefs toward technology integration in smart high schools of Hamedan Province. It also explored teachers’ barriers to technology integration. The technological pedagogical content knowledge (TPACK) framework was used in the present study to help explain whether the teachers had the necessary knowledge that teachers should possess for using technology in classrooms. Participants of this study were 16 Iranian EFL teachers from 13 smart high schools of Hamedan Province. In addition, the participants were in-service teachers of eleventh and twelfth levels of high schools who were more than thirty-five years of age. Semi-structured interviews were conducted to gather relevant data and thematic analysis was used for analyzing the data. The analysis upon interviews revealed positive attitudes of the teachers toward technology integration. Meanwhile, the problem was that, in practice, the condition for using technology was not provided. Furthermore, teachers’ barriers to technology integration were categorized into four themes. The themes identified as lack of time, lack of facilities, impaired facilities and lack of teachers’ technological knowledge. Upon analysis it was obvious that technology is positively perceived, but in practice, the barriers are real constraints upon the teachers, even in the smart schools.

**Keywords:** *EFL teachers, belief, technology, smart schools, barriers, TPACK knowledge*