

This study explores the difficulties of implementing Learner-centred approach in traditional teacher-centred educational context of Pakistan. Students are usually familiar with teacher centred approach in their early schooling and colleges as the most applicable pedagogical approach in diverse educational system of Pakistan. This research states the implementation of LCA in ESL classes at tertiary level and explains the difficulties of LCA implementation by teachers' perspectives. The conceptual background of this study based on constructivist theory that supports Learner centred pedagogical approach. This research was conducted under the Qualitative approach that followed Phenomenological research design to explore the difficulties of implementation of learner centred approach at Tertiary ESL Classrooms. This research design provided a better understanding of current phenomenon by the individual experiences of the people who face that phenomenon in their life. Only the ELT's who claimed to implement LCA in their ESL tertiary classes was included in this study. To find the general views of ELTs about their perception of LCA implementations in ESL classes at tertiary level as well as to address the difficulties they encountered during implementation twenty ELTs from different universities of Karachi were selected through screening out unstructured open ended interviews. The data was collected through teachers written responses and semi structured interviews. This study was limited for its research design it dealt less in numbers of items in terms of the practices of Learner centred Approach implementation process. Only twenty selected public and private sectors universities were included in this study. Generalizability may be found in different dimensions though it has been recommended pedagogy by all over the world for education system. The threat of internal validity in terms of fairness and ontological authenticity was focused by researcher to make it reliable and authentic in present research.