The National Education Act of 1999 and increasing demands for educational reform have led to pressure for large-scale changes in education in Thailand over the past two years. The terms “Learner-centredness” and “innovation” have become talking points among national leaders, educators, teachers and even parents throughout the country. The trends towards new and innovative ELT curricula have been encouraged in Thailand since the late 1990s especially at the tertiary level. A number of Thai universities have expressed concern about existing EFL programs and have made great attempts to promote more effective EFL curricula. KMUTT is one of the leading universities in curricular innovation, and task-based language teaching is the innovation chosen for the development of the new EFL curriculum. This paper examines the reactions of students coming from traditional learning backgrounds to task-based teaching.