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**SYLLABUS DESIGN: A CRITICAL LOOK AT THE THEORY
AND PRACTICE OF PRABHU'S TASK-BASED SYLLABUS.**

ABSTRACT

This article examines Prabhu's task-based syllabus and critiques it. Several questions concerning a task-based syllabus are posed and answered. It also explores the theoretical relationships between communicative and task-based syllabus designs and questions commonly held assumptions about second language acquisition.
