**Title:**: verbal working memory and phonological awareness among fifth year primary stage pupils with language impairment

**Summary**

The present research aimed at identifying both the efficacy of the verbal component of the working memory according to Badely’s model (temporary storage capacity, the efficacy of the central processor) and phonological awareness basic skills (awareness of introductory rhyme, awareness of syllables, distinguishing phonemic units) among a sample of primary stage students diagnosed as language impaired according to the diagnostic criteria used in the present study. Moreover, the present study aimed at identifying the contribution of the verbal component of the working memory in predicting the phonological awareness skills. The sample of the study comprised (74) fifth year primary stage pupils, out of them (37) pupils suffered from language impairment, their age average is (10.7) years and a standard deviation (1.3). On the other hand, forty-one pupils were regular and did not suffer from language impairment with an age average (10.5) years and a standard deviation (0.91). The researcher prepared a scale to identify the phonological awareness skills; he also prepared some verbal tasks to identify the efficacy of the verbal component of the working memory. The results indicated a deficiency in both the efficacy of the verbal working memory and the phonological awareness skills among fifth year primary stage pupils who were language impaired in comparison to their regular partners. The research introduced some recommendations to those who are responsible for the educational process and the parents to enhance the linguistic performance of their children.