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Nowadays, bilingualism is seen as a more natural and obvious phenomenon than an exception. Scientific research into bilingualism is certainly a complex area for investigation. Generally speaking, mastering two or more languages is widely associated with superior cognitive consequences (e.g., control skills, problem solving or cognitive flexibility). However, this outcome pattern is not universal, and depending on several factors (e.g., the origin of the cognitive sources), bilingualism may have a selective effect for different kinds of cognitive tasks. For example, bilinguals’ vs. monolinguals’ outcome performances are suggested to differ for different types of reading tasks relying on representational knowledge or control abilities (as having different cognitive origins). More specifically, this dissertation investigates the combined effect of bilingualism and reading difficulties on cognition. It is shown that bilingualism and reading difficulties (as into a united condition) are associated with a delayed processing of executive function and long-term memory. Such an outcome is mainly discussed in terms of cognitive processing deficits of reading difficulties. It is suggested that this delayed pattern of cognitive performances might hold implications with respect to the type and extent of special education tailored to bilingual students in schools. Furthermore, some qualitative investigation demonstrates that there are several shortcomings in terms of provision of special education for bilingual students with dyslexic problems in Swedish schools. According to special education teachers, the main concerns are generally due to teachers’ lack of knowledge about bilingualism and reading difficulties in children as well as the insufficient collaboration with other teaching staff, especially mother tongue teachers.