

Abstract: Languages are about making decisions, both at home or at work; internally or socially. Do you speak more than one language? Which language prevails at home or at work? How does our linguistic *repertoire* help us out in communication? In recent years the concept of translanguaging - “the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential” García (2009: 140) - has come to question traditional language teaching which has historically dealt with the ‘two solitudes’ approach to bilingualism (Cummins 2008) and promoted languages to be kept apart. But, can languages have boundaries? Are languages friends or enemies at home or in the language classroom? How are languages stored in our brain? This talk wishes to get the audience to reflect on multilingual matters which are inherent to every multilingual class or home and which we may not be aware of. New theoretical concepts will be discussed with an aim to raise awareness on both language learning and communication and the administration of resources to construct meaning.

1. Cummins, J. (2008). “Teaching for Transfer: Challenging the two solitudes assumptions in bilingual education”. In: J. Cummins and N. H. Hornberger (eds). *Encyclopedia of Language and Education Vol. 5: Bilingual Education* (2nd edition). Boston: Springer Science + Business Media.
2. García, O. (2009). “Education, multilingualism and translanguaging in the 21st century”. In: A. Mohanty, M. Panda, R. Phillipson and T. Skutnabb-Kangas (eds). *Multilingual Education for Social Justice: Globalising the local*. New Delhi: Orient Blackswan, pp. 128-145.