Abstract: It is an open question to what extent bilingual children benefit from the activation of their entire language repertoire when learning one of their languages at school. For example, several studies have shown that the processing of information in one language may interfere with the other language, thus hampering learning of the latter. In this talk, I will demonstrate that the simultaneous activation of both bilingual children’s languages enhances their performance in tasks tapping into their metacognitive abilities, such as metalinguistic awareness, inference-making, and theory of mind. This conclusion will be supported both by experiments in which we manipulated the relative activation of one or the other language and by the observation of bilingual children’s metacognitive development in schools implementing different types of biliteracy programs.