Abstract
This paper's reflection approaches the process of conceptual construction and its necessary textual expression, from a research called: the plots of equity and inequity in the school and classroom. The comprehensive explanatory proposal by Paul Ricoeur, and the analogical hermeneutics by Mauricio Beuchot; the former interprets the textual structure, or reading of the actions and social relations, as a pre-figuration, configuration, and re-figuration; this means moving to and fro between the reality's interpretation and the narrative comprehension of its temporality. The latter allows thinking of the conceptual construction in its divergent and convergent dimension, as well as its relation to equity. The purpose is to locate the importance of an emergent qualitative research that when making explicit its epistemological and social worries, questions the sense or reason of inquiring.