Abstract
This article aims to present an analysis of some teacher’s discourse on the evaluation process of an educational research/intervention of collaborative nature, in a multiethnic context and culture. The data indicates that although the activity was assessed as positive, was evaluated as impossible to apply this type of teaching/learning/knowledge in a conventional classroom. The pedagogical aspects were emphasized, although the use of space for reflection on identity and its markers have been assessed as negative. Moreover, the rejection of the values, narratives and social practices of the students leads us to think how such attitudes corroborate school failure and discrimination of such students.

Keywords
Collaborative Learning, Teacher’s Speech, Narratives.