This list is organized around keywords (rather than functions / discourse categories) so I can explore each word’s ecosystem better, highlight common collocations and so on.

Before you start:
1. Pay close attention to the words in bold, which are often used in conjunction with the main word.
2. [ ] means “insert a suitable word here”, while ( ) means “this word is optional.”
3. Bear in mind that, within each group, some examples are slightly more formal / less frequent than others.
4. I am not claiming, by any stretch of the imagination, that these are the most common ways to use each word. These are just examples of academic discourse that I collected randomly in the late 90s.

**Argue**

a. Along similar lines, [X] argues that ___.
b. There seems to be no compelling reason to argue that ___.
c. As a rebuttal to this point, it might be (convincingly) argued that ___.
d. There are [three] main arguments that can be advanced to support ___.
e. The underlying argument in favor of / against [X] is that ___.
f. [X]’s argument in favor of / against [Y] runs as follows: ___.

**Claim**

a. In this [paper], I put forward the claim that ___.
b. [X] develops the claim that ___.
c. There is ample / growing support for the claim that ___.
d. [X]’s findings lend support to the claim that ___.
e. Taking a middle-ground position, [X] claims that ___.

**Data**

a. The data gathered in the [pilot study] suggests / suggest that ___.
b. The data appears / appear to suggest that ___.
c. The data yielded by this [study] provides strong / convincing evidence that ___. (yields = generated)
d. A closer look at the data indicates that ___.
e. The data generated by [X] is / are reported in [table 1].
f. The aim of this [section] is to generalize beyond the data and ___.

(In modern usage, data can also be treated as a mass / uncountable noun, like information. Before you submit your work, check whether the institution you’re writing for / on behalf of prefers data + plural verb.)
Debate
a. [X] has fostered debate on ___. (fostered = encouraged)
b. There has been an inconclusive debate about whether ___.
c. The question of whether ____ has caused much debate in [our profession] [over the years].
d. (Much of) the current debate revolves around ___.

Discussion
a. In this section / chapter, the discussion will point to ___.
b. The foregoing discussion implies that ___. (foregoing = that came before)
c. For the sake of discussion, I would like to argue that ___.
d. In this study, the question under discussion is ___.
e. In this paper, the discussion centers on ___.
f. [X] lies at the heart of the discussion on ___.

Evidence (Remember: Evidence is uncountable.)
a. The available evidence seems to suggest that ____ / point to ___.
b. On the basis of the evidence currently available, it seems fair to suggest that ___.
c. There is overwhelming evidence corroborating the notion that ___. (corroborating = confirming)
d. Further evidence supporting / against [X] may lie in the findings of [Y], who ___.
e. These results provide confirmatory evidence that ___.

Ground
a. I will now summarize the ground covered in this [chapter] by ___.
b. On logical grounds, there is no compelling reason to argue that ___.
c. [X] takes a middle-ground position on [Y] and argues that ___.
d. On these grounds, we can argue that ___.
e. [X]’s views are grounded on the assumption that ___.

Issue
a. This study is an attempt to address the issue of ___.
b. In the present study, the issue under scrutiny is ___.
c. The issue of whether ____ is clouded by the fact that ___. (clouded = made less clear)
d. To portray the issue in [X]’s terms, ___.
e. Given the centrality of this issue to [my claim], I will now ___.
f. This [chapter] is concerned with the issue of [how/whether/what] ___.

Literature
a. [X] is prominent in the literature on [Y].
b. There is a rapidly growing literature on [X], which indicates that ___.
c. The literature shows no consensus on [X], which means that ___.
d. The (current) literature on [X] abounds with examples of ___.

Premise
a. The main theoretical premise behind [X] is that ___.
b. [X] and [Y] share an important premise: ___.
c. [X] is premised on the assumption that ___.
d. The basic premises of [X]’s theory / argument are ___.
e. The arguments against [X]’s premise rest on [four] assumptions: ___.
Research
a. This study draws on research conducted by ___.
b. Although there has been relatively little research on / into [X], ___.
c. In the last [X] years, [educational] research has provided ample support for the assertion that ___.
d. Current research appears / seems to validate the view that ___.
e. Research on / into ____ does not support the view that ____.
f. Further research in this area may include ____ and ____.
g. Evidence for [X] is borne out by research that shows ____.
h. There is insufficient research on / into ____ to draw any firm conclusions about / on ____.

View
a. The consensus view seems to be that ____.
b. [X] propounds the view that ___. (propound = put forward for consideration)
c. Current research (does not) appear(s) to validate such a view.
d. There have been dissenters to the view that ___. (dissenter = someone who disagrees)
e. The answer to [X] / The difference between [X] and [Y] is not as clear-cut as popular views might suggest.
f. The view that ______ is (very much) in line with [common sense].
g. I am not alone in my view that ____.
h. [X] puts forward the view that ____.
i. [X]'s views rest on the assumption that ___.