Supplementary materials for "Cross-cultural comparison of Recovery College implementation between Japan and England: Corpus-based discourse analysis"

Supplementary Material 1

Included sources in Bester KL, McGlade A, Darragh E. Is co-production working well in recovery colleges? Emergent themes from a systematic narrative review. *The Journal of Mental Health Training, Education and Practice* 2022; **17**(1): 48-60.

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Lin E, Harris H, Black G, et al. Evaluating recovery colleges: a co-created scoping review. *Journal of Mental Health* 2022: 1-22.

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Supplementary Material 2
Recovery College Operational Components (Toney et al., 2018)

No	Component	Definition
1	Valuing equality	The contributions and assets of students, trainers (peers, clinicians, external) and other staff are equally valued. No one is judged or treated differently because of their background or mental health difficulties.
2	Learning	Recovery Colleges follow an adult education approach whereby students and trainers collaborate and learn from each other by sharing experiences, knowledge and skills. Students have responsibility for their learning and learn through interactive and reflective exercises. Students gain self-awareness, understanding of their difficulties and practical, relevant self-management skills. Students choose courses which best suit their interests and aspirations.
3	Tailored to the student	Recovery Colleges don't offer a one-size-fits-all experience. Students' individual needs are actively enquired about and accommodated during courses (e.g. personalised handouts, translated text, materials adapted for learning difficulties). Their needs outside the course are also accommodated (e.g. buddy service, transport help, individual learning plans).
4	Co-production of the Recovery College	People with lived experience (Peer Trainers and students) are brought together with professionals and subject experts to design and deliver all aspects of the Recovery College. This includes collaborative decision-making about the prospectus, courses, college policies, staff recruitment, advertising, etc., as well as the co-design and co-delivery of all courses by a Peer Trainer and other subject-expert.
5	Social connectedness	Both the culture and the physical environment of the college provide students with opportunities to develop connections with others. The learning space is relaxed, e.g. non-clinical chair layout, access to drinks facilities, shared spaces for socialising. Trainers recognise and cater for students' social needs, e.g. organising exercises and breaks for chatting, sharing experiences and developing friendships.
6	Community focus	Recovery Colleges engage with community organisations (e.g. mental health charities, artistic/sporting groups) and Further Education colleges to coproduce relevant courses. The college provides students with information, handouts and events which support students' pathways into valued activities, roles, relationships and support in the community.
7	Commitment to recovery	Recovery College workers talk with conviction and enthusiasm about the service and are dedicated to students' recovery. There is a positive energy in the college and its activities, based on shared values about the recovery principles on which the college is based.

Supplementary Material 3
A list of methodological terms

Collocates	Words that co-occur with a focus word (or node) more frequently than would be expected by chance.
Concordance tool	A corpus linguistics tool that allows the user to search for individual words or phrases and retrieves all their occurrences in a given corpus together with the context of use. Results are retrieved in the form of concordances, strings of texts with the search terms in the middle, and can be counted, filtered and sorted in different manners.
Keyness	The numerical measure that establishes the uniqueness of a particular word or phrase within the dataset studied (focus corpus) in relation to a reference dataset (reference corpus) based on statistics. The numerical value that expresses the degree of keyness is the keyness score.
Keyword lists	A corpus linguistics analysis tool that automatically retrieves words that are more frequent in the dataset studied (focus corpus) in comparison to another dataset of reference (reference corpus) that is usually (but not necessarily) larger. Keywords provide insights into what is specific or unique of the dataset considered in relation to another.
Lemma	The standard form that is the form you see in the dictionary e.g., "learn" instead of "learned" or "learning" etc.
Sketch Engine	Corpus linguistics analysis software that helps understand how words and phrases are used in the real-world language by providing automatic extraction of typical or rare words from the dataset under study, patterns of co-occurring words, and detailed information of how words are used in context (Kilgarriff et al., 2014). Sketch Engine is available at: https://www.sketchengine.eu/.
Word Sketch	A corpus linguistics analysis tool developed by the Sketch Engine project. Word Sketch identifies words co-occurring with a focus word (i.e., collocates, see above) and provides information about how the focus word and the collocates 'behave' in the dataset analysed. This means that the tool provides an overview of grammatical relations and allows users to identify patterns of use (i.e., how a word fits into sentences, what other words it tends to be found alongside, and what meanings and evaluations are associated with it) based on statistics.
Wordlist	A corpus linguistics analysis tool that compiles lists of words from a text or collection of texts (corpus) to perform analyses such as frequency analysis. This tool provides insights into the different words used in a text (both lexical and grammatical terms), and their raw and relative (normalised) frequencies. This tool can help us understand recurrent vocabulary used in the texts and is useful for various linguistic and educational purposes.

Supplementary Material 4

Full dataset of Recovery Colleges in England (N=61, sub-set highlighted in grey, n=4)

Recovery College Name	Words	URL
Digital Recovery College	288	https://www.nottinghamshirehealthcare.nhs.uk/nottingham-recovery-college/
Severn and Wye Recovery College	243	https://www.swrecoverycollege.nhs.uk/
Oxfordshire Recovery College	231	https://oxfordshirerecoverycollege.org.uk/what-are-recovery-colleges/
Leicestershire Recovery College	89	https://www.leicspart.nhs.uk/service/leicestershire-recovery-college/
Sussex Recovery College	1,414	https://www.sussexrecoverycollege.org.uk/
Devon Recovery Learning Community	975	https://devonrlc.co.uk/
Humber Recovery and Wellbeing College	896	https://humberrecoverycollege.nhs.uk/adult
City and Hackney Recovery College	760	https://www.dualdiagnosis.org.uk/recovery-college-listings/city-and-hackney-recovery-college-previously-city-and-hackney-mind-recovery-college/
Greater Manchester Mental Health NHS Trust Recovery Academy	743	https://www.gmmh.nhs.uk/recovery/
The Exchange Recovery College	600	https://www.barnsleyrecoverycollege.nhs.uk/
South West London Recovery College	593	https://www.swlstg.nhs.uk/south-west-london-recovery-college
Wakefield Recovery & Wellbeing College	589	http://www.wakefieldrecoverycollege.nhs.uk/what-is-a-recovery-college/
Pennine Care NHS Foundation Trust Health and Wellbeing College	568	https://hwcollege.penninecare.nhs.uk/
Involvement, Recovery & Wellness Centre	563	https://www.cwp.nhs.uk/our-services/east-cheshire/recovery-and-wellness-centre-cheshire-east
Recovery in Mind	545	https://recoveryinmind.org/our-research-project/
Waltham Forest Recovery College	541	https://www.dualdiagnosis.org.uk/recovery-college-listings/waltham-forest-recovery-college/
Bristol Wellbeing College	509	http://www.second-step.co.uk/wellbeing-colleges/bristol-wellbeing-college/
Buckinghamshire Recovery College	505	https://www.oxfordhealth.nhs.uk/bucksrecoverycollege/
CNWL Recovery & Wellbeing College	495	https://www.cnwl.nhs.uk/services/recovery-and-wellbeing-college/what-do-we-mean-recovery
Northumberland Recovery College	460	https://northumberlandrecoverycollege.co.uk/about-us/
NT LIFE Recovery College	443	https://voda.org.uk/ntlife/
The Recovery College - Southern Health Foundation Trust	439	https://www.southernhealth.nhs.uk/our-services/a-z-list-of-services/recovery

ARCH Recovery College	423	https://www.tewv.nhs.uk/get-involved/training/arch-recovery-college/
Recovery College Greenwich	420	https://www.therecoveryplace.co.uk/
Discovery Centre	408	https://www.dpt.nhs.uk/our-services/secure-care/discovery-centre
RCE Wellbeing Hub	381	https://www.cpft.nhs.uk/rce-wellbeing-hub
West London Recovery College	377	https://www.westlondon.nhs.uk/our-services/adult/mental-health-services/recovery-college
The Life Rooms	369	https://www.liferooms.org/
Calderdale and Kirklees Recovery and Wellbeing College	368	https://www.calderdalekirkleesrc.nhs.uk/
New Leaf Recovery and Wellbeing College	368	https://www.newleafcollege.co.uk/
South London and Maudsley NHS Foundation Trust - SLaM Recovery College	350	https://www.slamrecoverycollege.co.uk/
Inclusion Recovery College Thurrock	348	https://recoverycollege.inclusionthurrock.org/what-is-recovery-college/
Northern Recovery College	314	https://ads-uk.org/recovery-college/
Lancashire Recovery College	301	https://www.communityroots.lscft.nhs.uk/
Surrey and North East Hampshire Recovery College	295	https://humberrecoverycollege.nhs.uk/adult
East Lancashire Recovery College	290	https://thegreenhouses.org/how-we-help/
Recovery College NHFT	287	https://www.nhft.nhs.uk/recovery-college/
ACL Essex Mental Health Recovery Programme	286	https://aclessex.com/mental-health/
Cornwall Recovery College	263	https://www.pentreath.co.uk/recovery-college-cornwall/about-recovery-college-cornwall/
Help for Heroes Recovery College	244	https://www.helpforheroes.org.uk/get-help/recovery-college/
Clarendon Recovery College	241	https://www.haringey.gov.uk/social-care-and-health/mental-health/clarendon-recovery-college
Recovery & Every Day Skills Recovery College	240	https://www.stah.org/patients/reds
Dorset Recovery Education Centre	230	https://www.dorsethealthcare.nhs.uk/patients-and-visitors/our-services-hospitals/REC
Wokingham Recovery College	229	https://www.wokingham.gov.uk/health/health-services-and-advice/wokingham-recovery-college-mental-health-support
Tower Hamlets Recovery College	218	https://www.elft.nhs.uk/tower-hamlets-recovery-college/about-recovery-college
Bedfordshire and Luton Recovery College	212	https://www.elft.nhs.uk/services/bedfordshire-and-luton-recovery-college
Recovery College for All	190	https://www.bsmhft.nhs.uk/service-users-and-carers/service-user-information/recovery/recovery-college-for-all/

Solent Recovery College	170	https://www.solentmind.org.uk/support-for-you/our-services/solent-recovery-college/
Brighton & Hove Recovery College	165	https://www.southdown.org/services/recovery-college-brighton-hove/
Nottingham Recovery College	164	https://www.nottinghamshirehealthcare.nhs.uk/nottingham-recovery-college/
Lincolnshire Recovery College	160	https://www.lpft.nhs.uk/our-services/adults/recovery-college
ReCoCo	155	https://www.recoverycoco.com/about
Compass Recovery College	153	https://www.compassrecoverycollege.uk/
Recovery and Wellbeing Academy	147	https://recoveryinmind.org/our-research-project/
Leeds Recovery College	137	http://www.mindwell-leeds.org.uk/services-directory/leeds-recovery-college/
Wellbeing and Recovery College	126	https://recovery.mpft.nhs.uk/
REACH Recovery College	126	https://www.trustlinks.org/projects/reach-recovery-college/
Mind in Bexley - Recovery College	115	https://mindinbexley.org.uk/recovery/
Camden and Islington Recovery College	100	https://www.candi.nhs.uk/our-services/education-and-employment/recovery-college
Kent & Medway Recovery & Wellbeing College	97	https://www.kmpt.nhs.uk/about-us/recovery-and-wellbeing-college/
The north Cumbria Recovery College	58	https://wcmhp.org.uk/index.php/ova_sev/north-cumbria-recovery-college/
TOTAL	22014	

Supplementary Material 5

Full dataset of Recovery Colleges in Japan (N=13)

Recovery College Name	Words	URL
RC Mitaka	113	https://sudachikai.eco.to/pia/about_us.html
RC Ohta	113	https://sites.google.com/edu.teu.ac.jp/recoveryota
RC Kochi	94	https://linktr.ee/rc_kochi
RC Kobe	88	https://rcchauchaukobe.jimdofree.com/
RC Tanto	88	https://www.recoverycollegetanto.com/
RC Okayama	75	https://rcokayama.jp/about/recoverycollege
RC Fukuoka	62	https://www.rcfukuoka.com/
RC Nagoya	50	https://recoverycollege-nagoya.com/
RC Saga	45	https://peatix.com/event/3590660?fbclid=IwAR3bepl4JVaKxh_TwKqKDiL1neNTO0cjwf6fidPMw7Yu8Sg-i641qZHCiVo
RC Annaka	37	https://www.facebook.com/recoverycollege.annaka/mentions
RC Mimasaka	21	https://www.facebook.com/photo?fbid=2339223402964977&set=pcb.2334556536764997
RC Neyagawa	NA*	https://rcneyagawa.blog.fc2.com/
TOTAL	813	

Supplementary Material 6
Adapted version of the analytical framework for Critical Discourse Analysis (Fairclough, 2010, 2014; Mullet, 2018)

Stage of analysis	Description	How it is addressed in our work
Preparation (i): select the discourse	Select a discourse according to your research interests. Originally focused on addressing social injustices and inequalities, (critical) discourse analysis is also applied to discourses that promote positive social change (Bartlett, 2017; Martin, 2004)	Selection of Recovery Colleges (RCs) promotional texts, a relatively new mental health support system that promotes individual empowerment and recovery through learning in community.
Preparation (ii): data gathering	Select data sources, consider any ethical implications involved in data gathering, and prepare the data for analysis.	Identification of RCs in England and Japan, and retrieval of relevant descriptions from their information websites, notably focusing on those presenting RCs and recovery to the public. Translation of Japan RCs descriptions into English. Preparation of two .TXT files (Japan RCs and England RCs datasets) to be used with the software Sketch Engine.
Text analysis (micro-level)	According to research interests: Identify the major underlying themes and subthemes. Examine linguistic choices used to represent social actors or events. Examine the stance taken by the author/speaker. Examine whether the text includes references to other texts (intertextuality).	Corpus linguistics-based analysis supported with the software Sketch Engine to retrieve keywords (single and multi-words) and identification of key themes for each dataset. Examination of concordances (keywords in context) guided by the RQs (i.e., construal of RCs and recovery in England and Japan RCs promotional texts). Focus on both the portrayal of the RCs and the role attribution to service users.
Discourse practice (meso-level)	Examine the contexts of production and reception of the text. Consider the goal of the text, who has produced it, and the putative audience.	Context of production (RCs as mental health intervention) and values of producers (RC managerial staff) and putative audience (RC students) have been studied (Kotera et al., 2024). For the purpose of this study (i.e., construal of RC and recovery), the linguistic analysis has not considered characteristics of the textual register (promotional texts of medical services).

Stage of analysis	Description	How it is addressed in our work
Sociocultural practice (macro-level)	Consider relevant sociocultural or historical factors (i.e., context of production) that have conditioned the text. Consider whether the text reflects any sociocultural values.	Examination of RCs as new mental health support system and its main underpinning philosophies (see Section 1 Introduction). Interpretation of the main themes emerging from the linguistic analysis based on Hofstede's cultural dimensions theory (Hofstede & Minkov, 2013) and Kotera et al.'s study on the impact of culture on the RC operational model (Kotera et al., 2024).

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