

NLTK: THE NATURAL LANGUAGE TOOLKIT

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Abstract: *The Natural Language Toolkit is a suite of program modules, data sets and tutorials supporting research and teaching in computational linguistics and natural language processing. NLTK is written in Python and distributed under the GPL open source license. Over the past year the toolkit has been rewritten, simplifying many linguistic data structures and taking advantage of recent enhancements in the Python language. This paper reports on the simplified toolkit and explains how it is used in teaching NLP.*

I. INTRODUCTION

NLTK, the Natural Language Toolkit, is a suite of Python modules providing many NLP data types, processing tasks, corpus samples and readers, together with animated algorithms, tutorials, and problem sets (Loper and Bird, 2002). Data types include tokens, tags, chunks, trees, and feature structures. Interface definitions and reference implementations are provided for tokenizers, stemmers, taggers (regex, ngram, Brill), chunkers, parsers (recursive-descent, shift-reduce, chart, probabilistic), clusterers, and classifiers. Corpus samples and readers include: Brown Corpus, CoNLL-2000 Chunking Corpus, CMU Pronunciation Dictionary, NIST IEER Corpus, PP Attachment Corpus, Penn Treebank, and the SIL Shoebox corpus format. NLTK is ideally suited to students who are learning NLP or conducting research in NLP or closely related areas. NLTK has been used successfully as a teaching tool, as an individual study tool, and as a platform for prototyping and building research systems (Liddy and McCracken, 2005; Sætre et al., 2005). We chose Python for its shallow learning curve, transparent syntax, and good string-handling. Python permits exploration via its interactive interpreter. As an object-oriented language, Python permits data and code to be encapsulated and re-used easily. Python comes with an extensive library, including tools for graphical programming and numerical processing (Beasley, 2006). Over the past four years the toolkit grew rapidly and the data structures became significantly more complex. Each new processing task added new requirements on input and output representations. It was not clear how to generalize tasks so they could be applied independently of each other. As a simple example, consider the independent tasks of tagging and stemming, which both operate on sequences of tokens. If stemming is done first, we lose information required for tagging. If tagging is done first, the stemming must be able to skip over the tags. If both are done independently, we need to be able to align the results. As task combinations multiply, managing the data becomes extremely difficult. To address this problem, NLTK 1.4 introduced a blackboard architecture for tokens, unifying many data types, and permitting

distinct tasks to be run independently. Unfortunately this architecture also came with a significant overhead for programmers, who were often forced to use "rather awkward code structures" (Hearst, 2005). It was clear that the re-engineering done in NLTK 1.4 unduly complicated the programmer's task. This paper presents a brief overview and tutorial on a new, simplified toolkit, and describes how it is used in teaching.

II. SIMPLE PROCESSING TASKS

A. Tokenization and Stemming

The following three-line program imports the tokenize package, defines a text string, and tokenizes the string on whitespace to create a list of tokens. (NB. '>>>' is Python's interactive prompt; '>...' is the continuation prompt.)

```
text = 'This is a test.'
list(tokenize.whitespace(text)) ['This', 'is', 'a', 'test.']
Several other tokenizers are provided. We can stem the output of tokenization using the Porter Stemmer as follows:
text = 'stemming is exciting'
tokens = tokenize.whitespace(text)
porter = stem.Porter()
for token in tokens:
... print porter.stem(token), stem is excit
```

The corpora included with NLTK come with corpus readers that understand the file structure of the corpus, and load the data into Python data structures. For example, the following code reads part a of the Brown Corpus. It prints a list of tuples, where each tuple consists of a word and its tag.

```
>>> for sent in brown.tagged('a'):
...     print sent
[('The', 'at'), ('Fulton', 'np-tl'), ('County', 'nn-tl'), ('Grand', 'jj-tl'), ('Jury', 'nn-tl'), ('said', 'vbd'), ...]
```

NLTK provides support for conditional frequency distributions, making it easy to count up items of interest in specified contexts. Such information may be useful for studies in stylistics or in text categorization.

B. Tagging

The simplest possible tagger assigns the same tag to each token:

```
my_tagger = tag.Default('nn')
list(my_tagger.tag(tokens)) [('John', 'nn'), ('saw', 'nn'), ('3', 'nn'), ('polar', 'nn'), ('bears', 'nn'), ('.', 'nn')]
```

On its own, this will tag only 10–20% of the tokens correctly. However, it is a reasonable tagger to use as a default if a more advanced tagger fails to determine a token's tag.

The regular expression tagger assigns a tag to a token according to a series of string patterns. For instance, the following tagger assigns cd to cardinal numbers, nns to

words ending in the letter s, and nn to everything else:

```
>>> patterns = [  
...     (r'\d+(\.d+)?$', 'cd'),  
...     (r'\.s$', 'nns'),  
...     (r'.*', 'nn')]  
simple_tagger = tag.Regexp(patterns)  
list(simple_tagger.tag(tokens)) [('John', 'nn'), ('saw', 'nn'),  
( '3', 'cd'), ('polar', 'nn'), ('bears', 'nns'), ('.', 'nn')]  
The tag.Unigram class implements a simple statistical  
tagging algorithm: for each token, it assigns the tag that is  
most likely for that token. For example, it will assign the tag  
jj to any occurrence of the word frequent, since frequent is  
used as an adjective (e.g. a frequent word) more often than it  
is used as a verb (e.g. I frequent this cafe). Before a unigram  
tagger can be used, it must be trained on a corpus, as shown  
below for the first section of the Brown Corpus.  
unigram_tagger = tag.Unigram()  
unigram_tagger.train(brown('a'))
```

Once a unigram tagger has been trained, it can be used to tag
new text. Note that it assigns the default tag None to any
token that was not encountered during training.

```
text = "John saw the books on the table"  
tokens = list(tokenize.whitespace(text))  
list(unigram_tagger.tag(tokens)) [('John', 'np'), ('saw',  
'vbd'), ('the', 'at'), ('books', None), ('on', 'in'), ('the', 'at'),  
( 'table', None)]
```

We can instruct the unigram tagger to back off to our default
simple_tagger when it cannot assign a tag itself. Now all the
words are guaranteed to be tagged:

```
>>> unigram_tagger =  
...     tag.Unigram(backoff=simple_tagger)  
unigram_tagger.train(train_sents)  
list(unigram_tagger.tag(tokens)) [('John', 'np'), ('saw',  
'vbd'), ('the', 'at'), ('books', 'nns'), ('on', 'in'), ('the', 'at'),  
( 'table', 'nn')]
```

We can go on to define and train a bigram tagger, as shown
below:

```
>>> bigram_tagger =  
...     tag.Bigram(backoff=unigram_tagger)  
>>> bigram_tagger.train(brown.tagged('a'))
```

We can easily evaluate this tagger against some gold-
standard tagged text, using the tag.accuracy() function. NLTK
also includes a Brill tagger (contributed by Christopher
Maloof) and an HMM tagger (contributed by Trevor Cohn).

III. CHUNKING AND PARSING

Chunking is a technique for shallow syntactic analysis of
(tagged) text. Chunk data can be loaded from files that use
the common bracket or IOB notations. We can define a
regular-expression based chunk parser for use in chunking
tagged text. NLTK also supports simple cascading of chunk
parsers. Corpus readers for chunked data in Penn Treebank
and CoNLL-2000 are provided, along with comprehensive
support for evaluation and error analysis. NLTK provides
several parsers for context-free phrase-structure grammars.
Grammars can be defined using a series of productions as
follows:

```
>>> grammar = cfg.parse_grammar("""  
...     S -> NP VP  
...     VP -> V NP | V NP PP  
...     V -> "saw" | "ate"  
...     NP -> "John" | Det N | Det N PP  
...     Det -> "a" | "an" | "the" | "my"  
...     N -> "dog" | "cat" | "ball"  
...     PP -> P NP  
...     P -> "on" | "by" | "with"  
...     """)
```

Now we can tokenize and parse a sentence with a recursive
descent parser. Note that we avoided left-recursive
productions in the above grammar, so that this parser does
not get into an infinite loop.

```
>>> text = "John saw a cat with my ball"  
>>> sent = list(tokenize.whitespace(text))  
>>> rd = parse.RecursiveDescent(grammar)
```

Now we apply it to our sentence, and iterate over all the
parses that it generates. Observe that two parses are possible,
due to prepositional phrase attachment ambiguity.

```
>>> for p in rd.get_parse_list(sent):  
...     print p (S:  
(NP: 'John') (VP:  
(V: 'saw') (NP:  
(Det: 'a') (N: 'cat')  
(PP: (P: 'with')  
(NP: (Det: 'my') (N: 'ball'))))))
```

```
(S:  
(NP: 'John') (VP:  
(V: 'saw')  
(NP: (Det: 'a') (N: 'cat')) (PP: (P: 'with')  
(NP: (Det: 'my') (N: 'ball'))))))
```

The same sentence can be parsed using a grammar with left-
recursive productions, so long as we use a chart parser. We
can invoke NLTK's chart parser with a bottom-up rule-
invocation strategy with chart.ChartParse(grammar,
chart.BU STRATEGY). Tracing can be turned on in order to
display each step of the process. NLTK also supports
probabilistic context free grammars, and provides a Viterbi-
style PCFG parser, together with a suite of bottom-up
probabilistic chart parsers.

IV. Teaching with NLTK

Natural language processing is often taught within the
confines of a single-semester course, either at advanced
undergraduate level or at postgraduate level. Unfortunately,
it turns out to be rather difficult to cover both the theoretical
and practical sides of the subject in such a short span of
time. Some courses focus on theory to the exclusion of
practical exercises, and deprive students of the challenge and
excitement of writing programs to automatically process
natural language. Other courses are simply designed to teach
programming for linguists, and do not manage to cover any
significant NLP content. NLTK was developed to address
this problem, making it feasible to cover a substantial
amount of theory and practice within a single-semester
course. A significant fraction of any NLP course is made up
of fundamental data structures and algorithms. These are
usually taught with the help of formal notations and complex

diagrams. Large trees and charts are copied onto the board and edited in tedious slow motion, or laboriously prepared for presentation slides. A more effective method is to use live demonstrations in which those diagrams are generated and updated automatically. NLTK provides interactive graphical user interfaces, making it possible to view program state and to study program execution step-by-step (e.g. see Figure 1). Most NLTK components have a demonstration mode, and will perform an interesting task without requiring any special input from the user. It is even possible to make minor modifications to programs in response to “what if” questions. In this way, students learn the mechanics of NLP quickly, gain deeper insights into the data structures and algorithms, and acquire new problem-solving skills. Since these demonstrations are distributed with the toolkit, students can experiment on their own with the algorithms that they have seen presented in class.

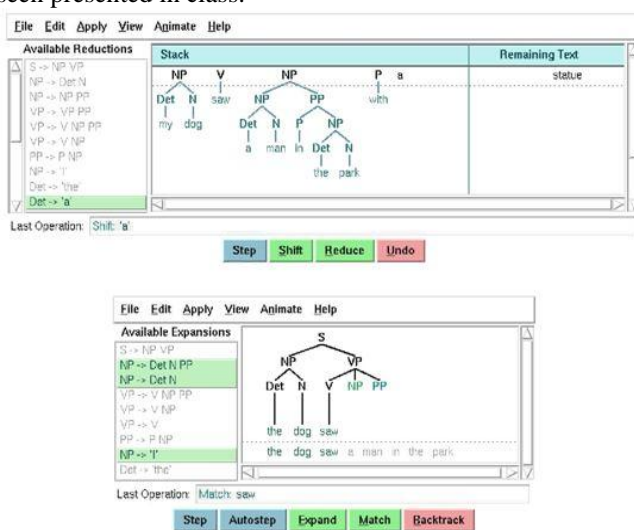


Figure 1: Two Parser Demonstrations: Shift-Reduce and Recursive Descent Parsers

NLTK can be used to create student assignments of varying difficulty and scope. In the simplest assignments, students experiment with one of the existing modules. Once students become more familiar with the toolkit, they can be asked to make minor changes or extensions to an existing module (e.g. build a left-corner parser by modifying the recursive descent parser). A bigger challenge is to develop one or more new modules and integrate them with existing modules to perform a sophisticated NLP task. Here, NLTK provides a useful starting point with its existing components and its extensive tutorials and API documentation. NLTK is a unique framework for teaching natural language processing. NLTK provides comprehensive support for a first course in NLP which tightly couples theory and practice. Its extensive documentation maximizes the potential for independent learning. For more information, including documentation, download pointers, and links to dozens of courses that have adopted NLTK, please see: <http://nltk.sourceforge.net/>.

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