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School Library Usage by Grade Three Learners in the Vhembe District in Limpopo Province, South Africa

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ABSTRACT Library usage is concerned with users' use or non-use of the library, their visits to the library, and the extent to which the facilities, collections and services are used or not used. Library usage is referred to in this paper as the frequency of use of the library and the time spent in the library. The aim of this paper is to investigate the school library usage by grade three learners in Vhembe District in Limpopo Province in South Africa. This paper pursued the qualitative research methodology where a case study design was utilised. The purposive sampling approach was employed to select eight subject teachers and eight teacher librarians. The following data collection methods were used to gather data: interviews, observations and document analysis. Four findings emerged from the study: the understanding of subject teachers concerning sending learners to the school library; the reason behind sending the learners to the school library; the compromising of school libraries, and its use for other purposes other than library activities. Recommendations are made based on the findings of the study that school libraries should be used for library activities by both learners and teachers.