SLA researchers have given much attention to investigating the role that interactions play in second language learning. The findings demonstrate that interactions bring about language acquisition in which it integrates the elements of negotiation of meaning such as to receive comprehensible input, provide feedback on form and meaning, and assist in the production of modified output. However, interactional features are seldom studied particularly in negotiation task in ESL classrooms. Therefore, this study aims to identify the salient interactional features used in negotiation tasks, the implemented strategies, the problems occurred while negotiating and also speaker factors contributing to the interaction features produced. This paper reports a situational observation of the interactional features produced by ESL learners engaged in the negotiation tasks planned and created by them beforehand. Twenty-six students are divided into five different groups with mixed ability. The method leans heavily on transcriptions and analysis of open-ended questionnaires. In this study, it is found that ESL learners employ compromising and bargaining features the most. They come across major problems such as loss of words and ideas and also being overshadowed by proficient learners. Besides, while negotiating, students are found to implement corroboration and turn taking strategies. Finally, the factors that may have accounted for the features produced are learners’ proficiency, personality, attitude and motivation.