The present study aimed to investigate the possible impact of explicit contrastive analysis and translation on incidental learning and recall of single words and collocations by Iranian EFL students. The participants were 60 university students aged 18-30 in Pazhoohesh Institute aged 18-30 who were divided into three intermediate level groups based on the findings obtained on an Oxford Placement Test. Three different methods were used to teach each group randomly and then the results were compared. Then the scores obtained were correlated to find out whether or not explicit contrastive analysis had any impact on learning and recall of vocabulary. The findings showed that different teaching methods had different effects on the learning of single words and collocations. Based on this study, explicit contrastive analysis outperforms MFI and FFI in learning single words and collocations. Meanwhile, explicit contrastive analysis had a better impact than MFI and FFI, on the recall of single words and collocations. Keywords: Contrastive Analysis, Translation, Collocations, Incidental Learning.